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ABSTRACT

This curriculum guide on consumer education is designed to be utilized fully or partially at the teacher's discretion. The bases for the units are 17 fundamental cognitive skills: observing; recalling; noticing differences and similarities; ordering; grouping; concept labeling; classifying; concept testing; inferring causes, effects, and feelings; concluding; generalizing; questioning; anticipating; and making choices. With each unit's main goal in mind (to clarify and extend the students' concept of the individual consumer and his relationship to big business), the unit is subdivided by columns into its objectives, suggested implementation activities, thinking skill processes, curriculum relationships, psychomotor relationships, and affective relationships. Lists of films, filmstrips, careers, lesson plans, books, reports, periodicals, sources for information on business tycoons, local speakers and field trips, and government publications are provided. (BP)

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YOU THE CONSUMER AND BIG BUSINESS

MIDDLE SCHOOL
LEVEL

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Martin L. Stahl, Ph.D.
Superintendent

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YOU THE CONSUMER AND BIG BUSINESS

MIDDLE SCHOOL
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Susan Gease
Kathy Krauter
Karen Hall
Lou Russell
Dick Smith
John Gills
Judy Wagner
Alice Sweeley

INTRODUCTION:

It is not the intention of the committee that every child will participate in ev or that every teacher will utilize the activities just as stated. Instead, the are presented with the hope that they may stimulate you, the teacher, to develop productive experiences with the children in the development and implementation o

As you proceed through the unit, the committee requests that you add those activ appropriate for your students and eliminate those which are not. The committee learning how adaptable you find the unit and requests that you make comments -- experiences you have in teaching the unit as well as comments relating to areas factory. The only way the committee can evaluate the unit is by your implementi them to identify strengths and weaknesses within it.

Thinking skills inherent in the suggested activities have been identified. A br rationale for each skill is included in the unit.

Please add activities, resources and anything you feel will enrich or will make relevant to our students.

hat every child will participate in every activity suggested,
ivities just as stated. Instead, the suggested activities
stimulate you, the teacher, to develop many interesting and
n the development and implementation of this unit.

ttee requests that you add those activities which are
e those which are not. The committee is interested in
nd requests that you make comments -- note successful
as well as comments relating to areas you find unsatis-
valuate the unit is by your implementing it and helping
within it.

activities have been identified. A brief definition and
e unit.

ing you feel will enrich or will make the unit more

GUIDELINE DIRECTIONS FOR IMPLEMENTATION

OF YOU THE CONSUMER AND BIG BUSINESS UNIT

1. This unit is designed to be utilized fully or partially at the teacher's

2. The intention of the authors is for each phase to choose only those obje

3. It is up to the discretion of the phase, which and how many objectives w
activities will be used.

4. Evaluation will be made by pre-testing and post testing only those objec

5. The list of suggested test items is included solely as a teacher resourc

6. The phase may reword the test questions to meet the needs of their stude
the guidelines of the objective. (Note Math Teachers: It is up to you
use and substitute the appropriate numbers.)

7. Answers for all test items are included after each test item.

8. Analysis of the pre-test and post test can be done by simply taking the
as opposed to an item by item analysis. (Send these pre and post test r
the objectives that were used. i.e. "We used objectives 1, 3, 5, 6, 7,

9. Any deletions or additions that the teachers wish to make to the list of
student learning in this unit.

10. THIS UNIT IS MEANT TO BE BROAD AND FLEXIBLE--IMPLEMENT IT TO MEET THE NE

IDELINE DIRECTIONS FOR IMPLEMENTATION

OU THE CONSUMER AND BIG BUSINESS UNIT.

d fully or partially at the teacher's discretion.

each phase to choose only those objectives that they wish to meet.

hase, which and how many objectives will be taught and which suggested implementation

ing and post testing only those objectives chosen by the phase.

included solely as a teacher resource, not as a test for the students.

ions to meet the needs of their students as long as the new test questions keep within
Note Math Teachers: It is up to you to decide the degree of difficulty that you wish
umbers.)

uded after each test item.

est can be done by simply taking the average of the student's scores within the phase
sis. (Send these pre and post test results to Don Miller along with the "Numbers" of
. "We used objectives 1, 3, 5, 6, 7, etc. and the average score was 58% correct.")

teachers wish to make to the list of activities is certainly in the best interest of

FLEXIBLE--IMPLEMENT IT TO MEET THE NEEDS OF YOUR PHASE.

BES

FUNDAMENTAL COGNITIVE SKILLS
AND RATIONALE FOR EACH

OBSERVING - The ability to notice one or more attributes of objects, pic
Practicing observing helps children become more aware of the multifaced w
fosters the desire and ability to probe beyond the obvious, to differentiate mor
senses and to bring previous experience to bear on new observations. Each chil
experience success each time he notices something else and verbalizes his percep
others can enrich his own store of information.

By conducting such practices using different materials, teachers can iden
children observe. Follow-up lessons can then be designed to develop and extend

RECALLING - The ability to recall specific data from something observed p

Recalling requires children to recollect observations they have made in t
task than observing something in the present and requires more mental processing
think. Practicing recall encourages children to store their perceptions and bri
they are needed. Recalling on focus requires the rejection of irrelevant stored
and verbalization of those which are relevant to a given focus.

NOTICING DIFFERENCES - The ability to identify one or more differences in
pictures, events, etc..

This skill requires children to isolate characteristics which distinguish
another. The ability to determine distinguishing characteristics, even among si
keeping the bases for organization specific and for recognizing the uniqueness o

NOTICING SIMILARITIES - The ability to identify one or more similar attri
pictures, events, etc.

This skill builds on observations or recollections of the characteristics
to focus on characteristics which are *common* to two or more items. Commonality i
different things and is particularly important as the basis for concept formation

ORDERING - The ability to order objects or events according to given attri
these is the biggest?" "Which is smallest?" "Which are middle-sized?" etc.

Ordering items requires noticing *degrees* of difference in certain characte
requires not only the discrimination of the characteristic, but the determination
in comparison with one another. Ordering is another basis for organizing data.

FUNDAMENTAL COGNITIVE SKILLS
AND RATIONALE FOR EACH

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ne or more attributes of objects, pictures, stories, etc.
become more aware of the multifaced world in which they live. It
yond the obvious, to differentiate more precisely, to use all their
bear on new observations. Each child has the opportunity to
nething else and verbalizes his perceptions. The perceptions of
tion.
different materials, teachers can identify how and what individual
nen be designed to develop and extend this ability.

pecific data from something observed previously.
llect observations they have made in the past. This is a more difficult
nt and requires more mental processing than people generally tend to
ren to store their perceptions and bring certain ones back to mind when
res the rejection of irrelevant stored perceptions and the selection
nt to a given focus.

o identify one or more differences in attributes of two or more objects,

ate characteristics which distinguish two or more things from one
ishing characteristics, even among similar things, is essential to
and for recognizing the uniqueness of all things.

to identify one or more similar attributes of two or more objects,

recollections of the characteristics of single items by asking children
n to two or more items. Commonality is a major basis for organizing
ant as the basis for concept formation.

cts or events according to given attributes or criteria, e.g. "Which of
" "Which are middle-sized?" etc.
rees of difference in certain characteristics of two or more items. It
characteristic, but the determination of the extent of its presence
s another basis for organizing data.

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GROUPING - The ability to put together several objects, pictures, etc. b
or other relationships.
Activities using this skill involve children in seeking any relationship
descriptive, etc.. The basis for grouping reflects the individual's own concept
working in groups on this task, children are able to profit from the different
same data.

CONCEPT LABELING - The ability to give a name or label to an item or a r
Labeling is an economical way of thinking of one or more things. By seel
fosters the idea that many labels are synonyms, or different symbols for the sa
portant one in conceptualization and language development. It permits greater
to deal with an idea through a symbol rather than with the specific(s) to which

CLASSIFYING - The ability to include items under a label or with others c
Many of the earlier skills, e.g. similarities, differences, and grouping
but at this level we refer to subsuming items under a label or putting an item w
Decision-making based on knowledge is required in that the child must decide wha
others under a certain general term. To do this, he needs to know what idea the
attributes of anything that would appropriately belong under it or with others c

CONCEPT TESTING - The ability to differentiate between critical and optio
didn't have a handle, would it still be a cup?"
This task helps children refine their concepts by helping them distinguis
By having to accept or reject an item as a member of a class on the basis of cha
clarify his concept to himself and then, make and defend his decision on the bas
process thus promotes sharpening of definitions, as well as clarification and ex

INFERRING CAUSES - The ability to make inferences about how one or more t
While people tend to accept the idea that it is natural for children to a
our response, too frequently is to imply that there is one "right" answer and th
asking children to probe for what they think are some causes or effects of pheno
that there are many possible ideas that they can search for and find for themsel
asking them to support their inferences, we are, in effect, asking them to 'think
led them to their idea. This practice not only encourages children to take res
also, helps other children by providing different models for arriving at ideas
others can build on them.

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ther several objects, pictures, etc. based on one or more common attributes

e children in seeking any relationship among items: functional, locational,
reflects the individual's own concept of relationship among the items. By
are able to profit from the different ways different people relate the

give a name or label to an item or a relationship among a group of items.
hinking of one or more things. By seeking a variety of labels, the teacher
onyms, or different symbols for the same idea. This skill is an im-
uage development. It permits greater flexibility in promoting the ability
her than with the specific(s) to which it refers.

do items under a label or with others called by the same name.
milarities, differences, and grouping are, technically, classifying skills.
tems under a label or putting an item with others called by a certain name.
ired in that the child must decide whether or not a given item belongs with
o this, he needs to know what idea the label represents and the critical
ately belong under it or with others called by that name.

fferentiate between critical and optional attributes, e.g. "If this cup
cup?
ir concepts by helping them distinguish critical from optional attributes.
member of a class on the basis of changed attributes, he must first,
ake and defend his decision on the basis of his understanding. The
tions, as well as clarification and extension of concepts

ake inferences about how one or more things caused something else.
a that it is natural for children to ask "why?" and "what happens because"
hat there is one 'right' answer and that only adults have them. By
nk are some causes or effects of phenomena they observe, we imply instead
ey can search for and find for themselves and from one another. By
e are, in effect, asking them to 'think out loud" and verbalize what
t only encourages children to take responsibility for their comments but,
fferent models for arriving at ideas and by clarifying points so that

INFERRING EFFECTS - The ability to make inferences about the variety of

Several other important ideas develop through the practice of these inf multiple causality, the idea that, generally, few phenomena occur randomly or rather, as a consequence of many factors acting in concert or in sequence. An consequence, that, generally, phenomena have more than one single effect. A t "know" or make "educated guesses", on the basis of clues and past experience. witness everything first hand in order to arrive at warranted explanations, kn important to the child as he encounters and tries to explain the phenomena in

INFERRING FEELINGS - The ability to make inferences about how people fe

This task is really a special case of inferring causes and effects in wh action situations where feelings play an important part. Inferring feelings in empathy with others and some clues toward understanding and ultimately finding blems.

CONCLUDING - The ability to draw conclusions about items or situations b

In having children draw and support conclusions, we are asking them for situation after a discussion in which many ideas were expressed. Concluding re that it asks for both synthesis *and* decision-making. Children need to decide w to pull these ideas together into a statement which expresses what they *think* a therefore, are individual, though many may come to the same conclusion.

GENERALIZING - The ability to extend conclusions about known situations

Generalizing, along with the processes which precede it, is essential to we cannot and need not examine first-hand every situation we will encounter, ge for thinking about new situations in terms of our conclusions about those with cause generalizations have not been tested in all situations to which they have learn to keep them tentative and qualified and to remain open to revision where

QUESTIONING - The ability to ask pertinent questions about a new situati situations.

In this task, children use what they have learned about situations they basis for formulating questions about similar, new situations. Questioning is reveals the degree of children's awareness of the attributes of something, caus at this level begins a recycling of the inquiry process at increasingly higher

ake inferences about the variety of effects of one thing on other things.
p through the practice of these inferences. One is the concept of
y, few phenomena occur randomly or as a result of a single cause, but
ting in concert or in sequence. Another is the concept of multiple
e more than one single effect. A third major idea is that one can
asis of clues and past experience. Since one cannot and need not
rrive at warranted explanations, knowledge of this power can be most
tries to explain the phenomena in his world.

make inferences about how people feel in particular situations.
f inferring causes and effects in which the focus is on human inter-
portant part. Inferring feelings in different situations can promote
nderstanding and ultimately finding solutions to human relations pro-

clusions about items or situations based on observations and inferences.
conclusions, we are asking them for their interpretation of a given
ideas were expressed. Concluding requires more than summarizing in
n-making. Children need to decide which ideas are important and how
nt which expresses what they think about the situation. Conclusions,
come to the same conclusion.

conclusions about known situations to others like it.
es which precede it, is essential to the whole idea of transfer. Because
very situation we will encounter, generalizing is an economical tool
of our conclusions about those with which we have had experience. Be-
in all situations to which they have been extended, children need to
and to remain open to revision where exceptions are encountered.

tinent questions about a new situation based on knowledge of similar

have learned about situations they have experienced first-hand as a
ar, new situations. Questioning is important not only because it
of the attributes of something, causes, effects, etc. Also, questioning
uiry process at increasingly higher level of understanding and skill.

BES

ANTICIPATING - The ability to predict possible consequences of a new or
knowledge of similar situations.

In predicting possible consequences of a new or changed situation, child
tions on what they have decided that should be able to expect from such situati
predictions, they verbalize the ideas they are applying, and by supplying neces
indicate what else they assume is so when they make their predictions. This pr
opportunity to assess and rethink understandings in the light of new or changed
refinement of knowledge and helps counteract the tendency to hang on to conclus
hastily drawn.

MAKING CHOICES - The ability to make choices based on given criteria, fo
the following would be the best item of clothing to wear if you wanted to keep

Making choices requires evaluation by deciding the worth or value of giv
in terms of certain criteria or sets of conditions. The process requires knowl
imposed by the criteria or the conditions, the ability to apply these to the it
question, and the ability to verbalize one's choice and defence.

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ct possible consequences of a new or changed situation based on

of a new or changed situation, children are basing their predic-
d be able to expect from such situations. By explaining their
are applying, and by supplying necessary conditions, they
they make their predictions. This process provides the
ndings in the light of new or changed situations. It fosters
ct the tendency to hang on to conclusions and generalizations

e choices based on given criteria, for example, "Which of
othing to wear if you wanted to keep warm?"
by deciding the worth or value of given items or situations
ditions. The process requires knowledge of the requirements
the ability to apply these to the items or situations in
s choice and defence.

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TEST ITEMS:

1. T The cost to a department store for a 10-speed bicycle was $45.00, the reta
was the amount of mark-up? $22.50 What was the per cent of mark

TCC If a department store clerk receives a bicycle at a cost of $45.00 and sel
$67.50, how much did he mark up the bicycle? __________ What was the

2. T A 17 oz. can of brand X peas cost 34¢. A 30 oz. can of brand X peas cost
per ounce of the 17 oz. can? 2¢ 30 oz. can 1½¢ Wh
ounce? 17 oz.

TCC If a grocer has a 17 oz. can of peas on his shelf for 34¢ and a 30 oz. can
cost per ounce of the 17 oz. can to his customers? __________ 30 oz. can?
30 oz. or the 17 oz. can be a better buy? __________

3. T The cost of a car is $4000. A loan company charges 6½ interest per year f
amount of interest be at 6½% for 3 years? $780

TCC If you borrow money from a loan company consultant to buy your $4000 car,
interest be at 6½% interest per year for three years? __________

4. T If your bill from a department store is $100, and the finance charge is $1
rate of interest? 1½ % What would the yearly rate be? 18%

TCC If your bill from a department store is $100 and the finance charge is $1.
interest did the credit department supervisor use to compute your charge?
the yearly rate be? __________

A

5. T One share of stock in a company costs $4.50, how many shares could you buy

TCC If a person lets his stock broker spend $900, how many shares of stock cou
which sells its stock for $4.50 per share? __________

10-speed bicycle was $45.00, the retail price was $67.50. What
_____ What was the per cent of mark up? ____50%____

a bicycle at a cost of $45.00 and sells it at a retail price of
icycle? ______________ What was the percent of mark up? _________

¢. A 30 oz. can of brand X peas cost 45¢. What is the price
____ 30 oz. can ____1½¢____ Which cost is greater per

on his shelf for 34¢ and a 30 oz. can for 45¢, what would be the
is customers? ___________ 30 oz. can? ____________ Would the
buy? _____________

ompany charges 6½ interest per year for 3 years. What would the
ars? ____$780____

ny consultant to buy your $4000 car, what would your amount of
for three years? _____________

is $100, and the finance charge is $1.50, what is the monthly
would the yearly rate be? ____18%____

is $100 and the finance charge is $1.50, what monthly rate of
pervisor use to compute your charge? ____________ What would

$4.50, how many shares could you buy for $900? ____200 shares____

nd $900, how many shares of stock could he buy in a company
hare? _____________

6. T Fill in the following chart for this average family's budget by computing w be of the total budget.

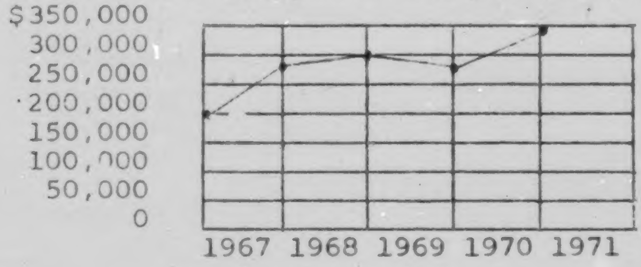
Total Budget: $10,000	Food: $1500	Clothing: $1000	Shelter: $2000	Transportation: $1500	Taxes: $1200
Percentage:	15 %	10 %	20 %	15%	12 %

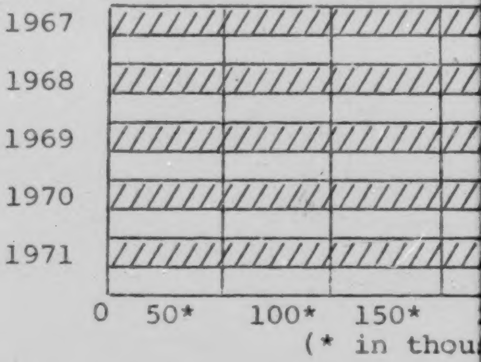
TCC If you were a tax consultant asked by your father to help him figure your f you fill in this chart with the percentages spent on each item?

---

7. T The profits of a certain company in the past 5 years were: 1967-$200,000
1970-$29

Make a scale and place the preceding data on a line graph and a bar graph.





TCC If you were a statistician, how would you place the following data of your c and a bar graph? 1967-$200,000 1968-$275,000 1969-$300,000 1970-$29

---

8. TCC Name a career whose duties include calculating interest on credit purchases Personnel.)

T Given the following information, calculate the amount of interest charged o verage family's budget by computing what percent each area would

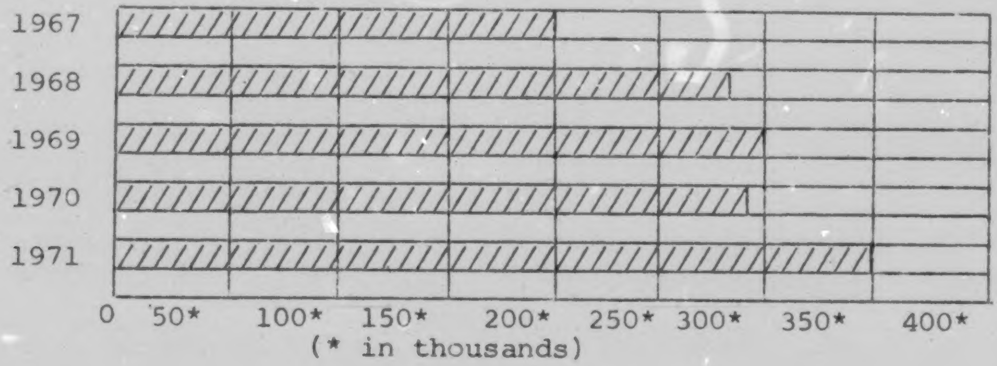
elter: 2000	Transportation: $1500	Taxes: $1200
20 %	15%	12 %

your father to help him figure your family's budget, how would
tages spent on each item?

---

e past 5 years were: 1967-$200,000 1968-$275,000 1969-$300,000
1970-$290,000 1971-$350,000

ata on a line graph and a bar graph.



you place the following data of your company's profits on a line
8-$275,000 1969-$300,000 1970-$290,000 1971-$350,000

---

culating interest on credit purchases. (Ans: Bookkeeper, Clerical

late the amount of interest charged on each credit purchase.

8. Continued

Amount of Credit Purchase	% Interest Rate	Amount of In
a. $ 5.67	1.5%	
b. 186.27	.5%	
c. 88.45	2.3%	
d. 27.89	12 %	
e. 1,352.00	5.5%	

---

9. T Given the following information, how much more will each house cost than th estate broker?

	Price Quoted	Amt. of Downpayment	% Yearly Interest on Mortgage
House A	$23,500.00	$ 1,175.00	7.75%
House B	28,900.00	2,023.00	7.75%
House C	30,000.00	3,000.00	7.75%
House D	35,000.00	4,250.00	7.75%
House E	59,500.00	11,900.00	7.75%

Differences in price and what you pay:

House A____________________

House B____________________

House C____________________

House D____________________

House E____________________

Answers:

House A	$ 51,905.64
House B	$ 32,349.60
House C	$ 41,340.00
House D	$ 59,578.25
House E	$ 82,225.00

(Formula: Difference - Unpaid b
rate X number of lo

TCC Name two careers involved in financing and/or selling a home. (Ans: Real e
and lo

---

10. T Given the following information, calculate the unit price of each item to t

terest Rate	Amount of Interest	Answers:
1.5%	______________	a. $ .09
.5%	______________	b. .93
2.3%	______________	c. 2.04
12 %	______________	d. 3.35
5.5%	______________	e. 74.36

---

ch more will each house cost than the price quoted by the real-

Downpayment	% Yearly Interest on Mortgage	Length of Time of Mortgage
,175.00	7.75%	30 years
,023.00	7.75%	30 years
,000.00	7.75%	20 years
,250.00	7.75%	25 years
,900.00	7.75%	25 years

House A______________________

House B______________________

House C______________________

House D______________________

House E______________________

(Formula: Difference - Unpaid balance X yearly interest rate X number of loan (mortgage).

and/or selling a home. (Ans: Real estate broker, bank or savings and loan executive.)

---

ate the unit price of each item to the nearest product cent.

10. Continued ·

	Price	Amount in Container	Unit Price
Hunts Tomato Paste	.29¢	12 ounces	a._____
Heinz Tomato Paste	.33¢	12.5 ounces	b._____
Food Club Tomato Paste	.30¢	13 ounce	c._____
Pepperidge Farm White Bread	.69¢	2 lbs.	d._____
American Heritage White Bread	.41¢	1 lb.4 oz.	e._____

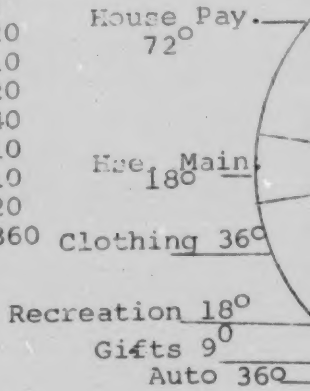
Ans: a. $ .04
b. $ .03
c. $ .02
d. $ .02
e. $ .02

TCC Name one career whose responsibilities include influencing whether to unit
(Ans: Administrator on consumer protection agency, grocery store man

---

11. T Given the following monthly budget for a family of four, construct a circle
information.

Expenses	Fraction of total money availab
Food	3/20
House Payments	1/5
House Maintenance	1/20
Clothing	1/10
Recreation	1/20
Gifts	1/40
Auto Expenses	1/10
Insurance	1/10
Medical	1/20
Taxes	53/360



TCC Name one career whose responsibility it is to aid families in budgeting th
(Ans. Accountant, Finance Counselor)

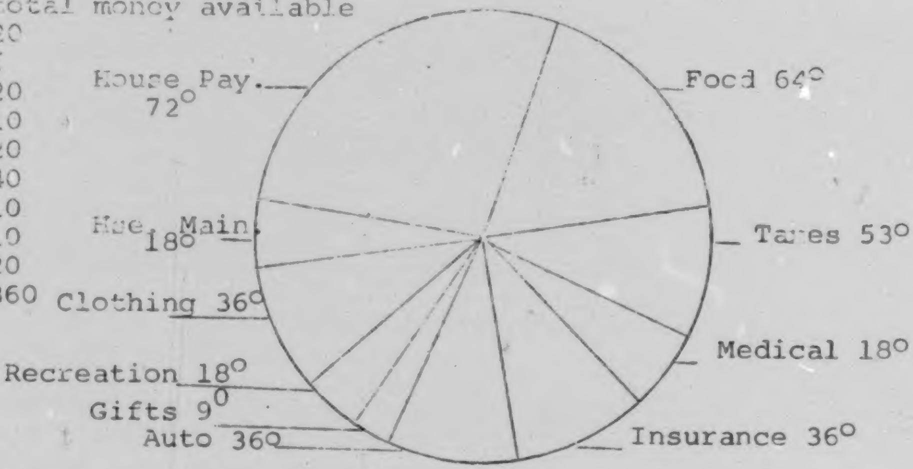
Amount in Container	Unit Price per Unit of Measure
12 ounces	a.______ Per Ounce
12.5 ounces	b.______ Per Ounce
13 ounce	c.______ Per Ounce
2 lbs.	d.______ Per Ounce
1 lb.4 oz.	e.______ Per Ounce

include influencing whether to unit price grocery items.
rotection agency, grocery store manager or owner.

---

a family of four, construct a circle graph to represent this

Fraction of total money available
3/20
1/5
1/20
1/10
1/20
1/40
1/10
1/10
1/20
53/360



t is to aid families in budgeting their finances.
, Finance Counselor)

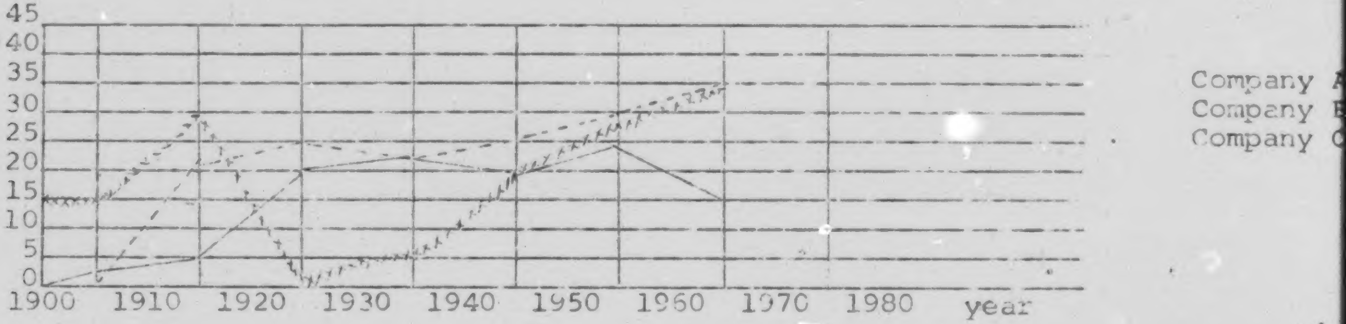
12. T Given the following information, find what percent the overhead is of the t

Company	Overhead	Total Budget	% Overhead	Ar
A	$ 500	$ 750		
B	850	1,700		
C	714	2,100		
D	4,408	5,800		
E	22,720	28,400		

TCC Name two careers involved in aiding companies in their budgeting and financ
(Ans: Controller-Accountant, Corporate Lawyer (or tax lawyer).

---

13. T Given the following graph, answer the questions below:



1. Which company had the greatest increase in profit during a 10 year perio
2. In 1930, the best company to be a stockholder in was __________.
3. 1970 and 1910 show 2 companies having the same amount of profits. They ar
4. The profits of Company A in 1950 were __________.
5. The profits of Company C in 1930 were __________.

Answers:
1. B
2. B
3. A and C
4. 20 Million Dollars
5. 2½ Million Dollars

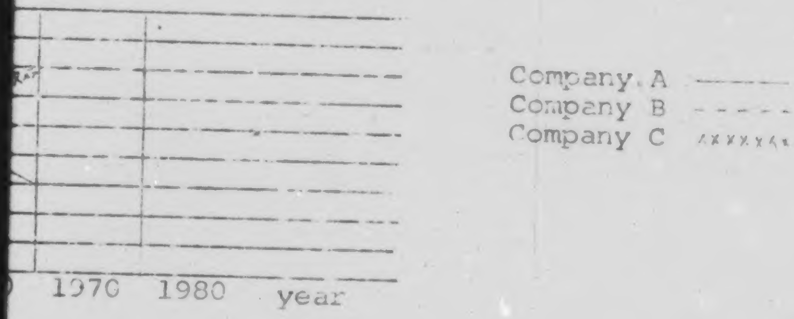
TCC Name one career whose responsibilities include maximizing a company's profit what percent the overhead is of the total company budget.

al Budget	% Overhead	Ans:		
750			A	66.6%
,700	________		B	50 %
,100	________		C	34 %
,800	________		D	76 %
,400	________		E	80 %
	________			

mpanies in their budgeting and financial matters.
nt, Corporate Lawyer (or tax lawyer).

---

questions below:



ase in profit during a 10 year period?________________
ckholder in was ____________.
g the same amount of profits. They are_______ and _________.
e ____________.
e ____________.

include maximizing a company's profits. (Ans: Company controller)
Tax Lawyer

---

14. T Given the following information, calculate the percent increase from large
buying of each item.

Items	Large Quantity	Small Quantity
Beans	$ .18 lb.	$ .54 lb.
Potatoes	.05 lb.	.25 lb.
Beef	.48 lb.	1.44 lb.
Pork	.35 lb.	1.05 lb.
Laundry Detergent	.10 lb.	.80 lb.

Answers:
a. 200%
b. 400%
c. 200%
d. 200%
e. 700%

Formula: Small quantity - large quan
Price Price
Large Quantity Price

TCC Name one career whose tasks are to control large quantity and small quantity
(Ans: Accountant on Price and Wage Control Board)

---

15. T Which of the following people would play a part in the manufacturing of a pa
Underline your choices.

Physician
Garment Worker
Plastic Surgeon
Fire Prevention Expert
Home Economist
Clothing Designer

Answers: Garm
Fire
Clot

---

16. T What is "Planned Obsolescence"? (Answer: That aspect of production which
to last a specific amount of time. In the case of a warranty or guarantee,
keep well within this time period.

TCC Which of the following people would need to know directly about "planned obs

Farmer
Design Engineer
Forest Ranger
Cost Analyst
Antique Dealer

Answer: Design Engin
Cost Analyst

ate the percent increase from large quantity to small quantity

ty	Small Quantity	% Increase in Price
	$ .54 lb.	a.______________
	.25 lb.	b.______________
	1.44 lb.	c.______________
	1.05 lb.	d.______________
	.80 lb.	e.______________

ormula: $$\frac{\text{Small quantity Price} - \text{large quantity Price}}{\text{Large Quantity Price}}$$

rol large quantity and small quantity pricing.
e Control Board)

---

y a part in the manufacturing of a pair of child's sleepers?

er
eon
ion Expert
st
igner

Answers: Garment Worker
Fire Prevention Expert
Clothing Designer

---

er: That aspect of production which designs a product
he case of a warranty or guarantee, the manufacturer will

to know directly about "planned obsolescence"?

Answer: Design Engineer
Cost Analyst

.

---

17. T What does Underwriter's Laboratory do?
(Answer: Approve products from an electrical safety standpoint.)

TCC Of the following occupations, which ones would UL need to hire?

Home Econom
Statisticia
Organist
Electrician
Policeman
Chemist

---

18. TCC If the following household items stopped working who would you call to fix i

1.Gas Furnace ____________________
2.Electric Range____________________
3.Window Air Conditioner ____________________
4.Washing Machine ____________________
5. Blender____________________
6. Coffee Maker ____________________

1. Furnace Repairma
2. Kitchen Applianc
3. Company Repairma
4. Company repairma
5. & 6. Small appli

---

19. T Nestle's Quick is made from sugar, cocoa, lecithin, salt, which ingredient m
The least? (Answer: Most is Cocoa, least is lecithin.)

TCC True or False: 1. A baker of bread must concern himself with the proportion
2. A meat packer uses the whole hog in making lunch meat.

(1. True 2. False)

---

20. T Why is it important to have a clearly worded caution label on a hazardous pr
accidents and determine anecdote.)

TCC If you swallowed a drain cleaner that contained lye, would the doctor make y
(Answer: No. Because of its caustic effect.)

---

21. T Is there any danger in taking patent (non-prescription) medicine? (Answer

TCC If you were sick and taken to an emergency room, why would the doctor, nurse
taken any medicine recently? (Answer: Because there are many medicines
diagnosis and/or treatment of your problem.)

---

trical safety standpoint.)

s would UL need to hire?

Home Economist
Statistician
Organist
Electrician
Policeman
Chemist

Answers: Statistician
Electrician
Chemist

---

d working who would you call to fix it?

1. Furnace Repairman
2. Kitchen Appliance Repairman
3. Company Repairman
4. Company repairman
5. & 6. Small appliance Repairman

---

a, lecithin, salt, which ingredient makes up the most of this product?
least is lecithin.)

t concern himself with the proportion of ingredients in his recipe.
he whole hog in making lunch meat.

---

orded caution label on a hazardous product? (Answer: to prevent

ontained lye, would the doctor make you vomit? Why or why not?
fect.)

---

on-prescription' medicine? (Answer: Not if directions are followed.)

ncy room, why would the doctor, nurse, or squadman ask if you had
r: Because there are many medicines which could affect the
lem.)

---

22. T Name a toy you would buy for a three-year old. Why would you buy it?
(Answer: Tricycle. Because it will provide good healthy exercise. EXAMP

TCC Why would a person trained in child-development be hired by a toy manufactur
(Answer: To insure that the toys produced are safe, educational, and fun

23. T True or False: A research tester and a consumer tester do the same thing fo
TCC

24. T Define two of the following terms:

1. MSG	Answer: 1. Monosod
2. MDR	2. Minimum
3. RDA	3. Recomme
4. USDA	4. United

TCC Why would a nutritionist or dietitian have need of the above terms?
(Answer: They are essential in discussing nutrition and diet.)

25. TCC Why would a company hire a product designer to be concerned with the safety
(Answer: Various aspects in the designing of a product influence safety

TCC Why would a company who makes a product be concerned with the results of an
(Answer: The safety tester will determine the product's safety objective
influence sales.)

26. T Briefly describe the difference between a "bull market" and a "bear market".
(Answer: A bull market is where the demand for and price of stocks is go
is just the opposite.)

TCC You are a stock broker and a client has asked you to give him a brief writte
market" and a "bear market". Give your answer below.

27. T Briefly define the term "price freeze".
(Answer: Prices cannot be raised without governmental consent.)

TCC How would an economist define the term "price freeze"?

r old. Why would you buy it?
provide good healthy exercise. EXAMPLE)

lopment be hired by a toy manufacturer?
duced are safe, educational, and fun for children of various ages.)

---

consumer tester do the same thing for the same purpose. ___________

MSG	Answer:	1. Monosodium Glutamate
MDR		2. Minimum Daily Requirements
RDA		3. Recommended Daily Allowance
USDA		4. United States Department of Agriculture

ve need of the above terms?
ussing nutrition and diet.)

---

ner to be concerned with the safety factor of their product?
gning of a product influence safety in its use.)

be concerned with the results of an independent safety tester?
rmine the product's safety objectively, and his results may

---

a "bull market" and a "bear market".
demand for and price of stocks is going up, and a bear market

asked you to give him a brief written description of a "bull
answer below.

---

hout governmental consent.)

price freeze"?

---

28. T Name two organizations formed to help consumers.
(Answer: Consumer Protection Agency and the Better Business Burea

TCC You want to work for one of the several organizations that helps the
you might apply to for a job.

---

29. T What does your broker have to do when you ask him to purchase stock f
TCC (Answer: 1. Contact the proper exchange and make the transaction.
2 Collect the money from the buyer.
3. Pay the exchange the money owed.
4. See to it that the company sends you the stock certif

---

30. T List three types of insurance and tell how the purchase of each might
(Answer: Life, fire, automobile. How they help: the answer is o

TCC List 3 types of insurance that an insurance man might try to sell you

---

31. T Write a paragraph explaining how even though ancient man was able to
himself we now have "job specialization".
(Answer: As technology advanced and man's meeds and desires incr
specialize. Note: answers may vary. Point out to stude
make his own TV set.)

TCC Even though man can do everything for himself if he had to, write a p
butchers, line workers in factories, watch repairman, etc. just do on

---

32. T List four types of shelter you could choose to live in.
(Answer: Apartment, Condominium, House, House-Trailer, Hotel, et

TCC List four types of shelter that a realtor may offer to you.

---

help consumers.
Agency and the Better Business Bureau.)

several organizations that helps the consumer. List two organizations that

---

when you ask him to purchase stock for you?
er exchange and make the transaction.
y from the buyer.
the money owed.
he company sends you the stock certificates.

---

d tell how the purchase of each might someday help you.
bile. How they help: the answer is obvious.

n insurance man might try to sell you and the coverage offered by each.

---

even though ancient man was able to take care of all his needs by
ization".
nced and man's meeds and desires increased, it became advantageous to
answers may vary. Point out to students how difficult it would be to
t.)

g for himself if he had to, write a paragraph telling why people like
ies, watch repairman, etc. just do one thing.

---

ould choose to live in.
nium, House, House-Trailer, Hotel, etc.)

a realtor may offer to you.

---

33. T Check the statement that has the gimmick in it.
(X) a. Buy now and there will be no payment until spring.
( ) b. The price of this stove is $395.00.
( ) c. General Electric has introduced this new stove.

TCC Check the actor you think would present the best image for an electric
( ) a. a musician
(X) b. a football player
( ) c. a teacher

---

34. T Put an F in front of the statement if false. Put a T in front of it if
(F) A small claimes court would hear a $500 damage suit.

TCC True or False - (F) A judge of the U.S. Supreme Court would hear a cas

---

35. T Check the agency that you would use if you wanted to know the honesty
( ) Small Claimes Court
(X) Better Business Bureau
( ) Bureau of Consumer Complaints

TCC What is Ralph Nader's role in consumer protection?
(Suggested possible answer: Ralph Nader has brought pressure on th
protection. He also has Volunteer grou
consumers and hear complaints.)

---

36. T Match Name with the famous product.

1. (G) Henry Ford
2. (C) Firestone
3. (B) Kaiser
4. (F) Levi Strauss
5. (E) Carnegie
6. (D) Rockefeller
7. (A) Dupont
8. (H) Busch

A. Plastics and Chemicals
B. Aluminum Products
C. Tires
D. Oil Products
E. Steel Products
F. Casual Clothing
G. Automobiles
H. Beer

immick in it.
be no payment until spring.
e is $395.00.
ntroduced this new stove.

resent the best image for an electric shaver commercial.

---

t if false. Put a T in front of it if True.
ld hear a $500 damage suit.

e U.S. Supreme Court would hear a case in the small claimes court.

---

se if you wanted to know the honesty of a dealer before making a purchase.

ints

umer protection?
lph Nader has brought pressure on the government for better consumer
otection. He also has Volunteer groups in large cities to work for
nsumers and hear complaints.)

---

t.

A. Plastics and Chemicals
B. Aluminum Products
C. Tires
D. Oil Products
E. Steel Products
F. Casual Clothing
G. Automobiles
H. Beer

37. T Match the product with the corporation.

TCC
(D) IBM
(E) General Foods
(A) General Motors
(B) Westinghouse
(C) Bell Telephone

A. Motor Cars
B. Electrical Appliances
C. Communications
D. Computers and Office Ma
E. Food Products

---

38. T Define the following types of business.
a. Private Ownership
b. Partnership
c. Corporation

Ans: a. One person owns a business.
b. Two people (or families) pool the
c. Money is provided by selling stoc
own the business.

TCC Would a personnel manager be employed in a small privately owned busin
Answer: No. A privately owned business would not need a personn

---

39. T List five businesses in your community and tell in what ownership cate
Answer: Answers would vary. Each teacher should judge the valid

---

40. T Name two public opinion polling companies that are well known.
Answer: Gallop and Harris Poll

TCC If you were a poll-taker, name two companies you might work for.
Answer: Gallop and Harris poll

---

41. T Name two articles under the department of the Feature Editor that appe
TCC Answer: Any two of these would be acceptable:
a. Work in Progress
b. Follow-up
c. Letters
d. The Docket
e. Record Reviews
f. Movies and Ratin

---

42. T List the Mass Media. Answers: Newspapers, radio, television, m

TCC List four occupations dependent on the mass media. Aswswer: Any f
Newsp
cers,
videc

tion.

A. Motor Cars
B. Electrical Appliances
C. Communications
D. Computers and Office Machinery
E. Food Products

ness.
a. One person owns a business.
b. Two people (or families) pool their money, own a business.
c. Money is provided by selling stocks to many people. These stockholders own the business.

yed in a small privately owned business?
ed business would not need a personnel manager.

nity and tell in what ownership category they fall.
Each teacher should judge the validity of individual answers.

mpanies that are well known.
l

companies you might work for.
l

ment of the Feature Editor that appears each month in Consumer Reports.
d be acceptable: a. Work in Progress
b. Follow-up
c. Letters
d. The Docket
e. Record Reviews
f. Movies and Ratings

: Newspapers, radio, television, magazines.

the mass media. Aswswer: Any four of these would be acceptable: Newspaper reporter, TV and Radio announcers, broadcast technicians, disc jockey, video-camera operators, newspaper editor.

43. T Briefly describe how a sociologist would make use of a questionnaire.
TCC Answer: Suggested answer: A sociologist might use a questionnaire
1. determine social trends based on locational data; i.
area of nation in which they live.
2. to compare one society or environment with another o
3. give data to market researchers to determine comsume
potentials.

---

44. T Which of the following people would most likely use the transfer techn

a. disc-jockey
b. politician
c. consumer

Answer: b. politician

---

45. T List one responsibllity the consumer must fulfill before they recieve
product manufacturer and state why this must be done.

Answer: Fill in warranty registration within the specified time. Re
track of date purchased, frequently a questionnaire is included to

TCC You are the manufacturer of the "hot comb" product. What are you doing
before he receives full warranty protection and why?

Answer: See above.

---

46. T Match the following broad categories of careers with their definitions:

___A___ business
___C___ commerce and trade
___D___ industry
___B___ traffic

A. Those engaged in the pur
in related financial tra
B. Those engaged in the ope
as railroads, ships, bu
C. Those engaged in the exc
commodities.
D. Those engaged in produci
manufacturing, processin
that problems of labor a

TCC You are involved in big business; briefly describe the areas of activit
trade, industry, and traffic personnel are involved.
Answer: See above.

would make use of a questionnaire.
ociologist might use a questionnaire for any of these reasons.
trends based on locational data; i.e. income, home owner, occupation,
n which they live.
ociety or environment with another over a period of time.
ket researchers to determine comsumer behavior on products and buying

d most likely use the transfer technique of propaganda?
er: b. politician

er must fulfill before they recieve full warranty protection from the
this must be done.

tration within the specified time. Reason: inventory purposes, keeping
ently a questionnaire is included to determine comsumer practices.

ot comb" product. What are you doing to require the consumer to do
rotection and why?

es of careers with their definitions:
A. Those engaged in the purchase or sale of commodities or in related financial transactions.
B. Those engaged in the operation of public carriers, such as railroads, ships, bus lines, etc.
C. Those engaged in the exchange and transportation of commodities.
D. Those engaged in producing commodities especially by manufacturing, processing, etc., on so large a scale that problems of labor and capital are involved.

briefly describe the areas of activity in which the commerce and
nnel are involved.

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48. T List three ways in which the public relations worker ha made his company appealing through the advertisement at right.

Answer: 1. Picture of a friendly, well dressed man
2. Describes man as interesting individual
3. States he is experienced with company

TCC You are a public relations worker for a company which produces dog food. State three ways you would make your product appealing in an advertisement.

Answer: 1. Show an appealing dog with the product
2. Catchy slogan or caption
3. Tell what your product has that others don't

---

49. T State in one sentance how a newspaper can be two faced, after reading the article published in the magazine "Changing Times", July, 1972 issue. (Refer to article immediately following this section.)

Answer: A newspaper can be two-faced by exposing fraud in in news stories, while carrying advertisements for the fraudulent company.

TCC You are the presidential consumer adviser in the article immediately following this section, "Newspapers can be two-faced." Why do you think newspapers can be two-faced?

Answer: It exposes fraud in their news stories, but also carries advertisements that are for the fraudulent company.

---

50. T Name three ways the Federal Trade Commission polices the marketplace.
Answer: 1. Companies have maney back guarantees
2. Allow cooling-off periods
3. Prevent companies from selling flammable carpets, etc.
(Answers may vary)

TCC You are employed by the Federal Trade Commission. Name three ways in
Answer: See above.

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relations worker ha made his
isement at right.

, well dressed man
resting individual
ced with company

r a company which produces dog
e your product appealing in an

with the product
ion
t has that others don't

---

r can be two faced, after
magazine "Changing Times",
immediately following this

faced by exposing fraud in
carrying advertisements for

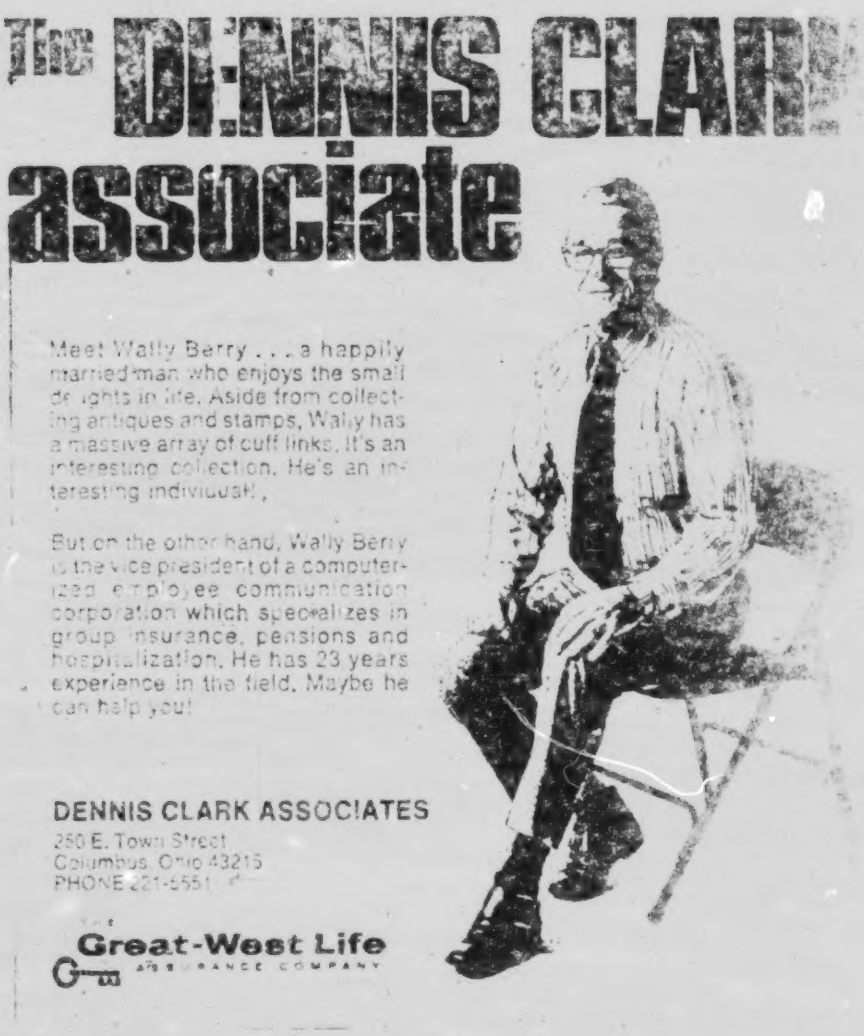
dviser in the article immed-
spapers can be two-faced."
two-faced?

ir news stories, but also
that are for the fraudulent

---

ommission polices the marketplace.
back guarantees
riods
om selling flammable carpets, etc.

de Commission. Name three ways in which you police the marketplace.



The DENNIS CLARK associate

Meet Wally Berry . . . a happily married man who enjoys the small delights in life. Aside from collecting antiques and stamps, Wally has a massive array of cuff links. It's an interesting collection. He's an interesting individual!

But on the other hand, Wally Berry is the vice president of a computerized employee communication corporation which specializes in group insurance, pensions and hospitalization. He has 23 years experience in the field. Maybe he can help you!

DENNIS CLARK ASSOCIATES
250 E. Town Street
Columbus, Ohio 43215
PHONE 221-5551

The
Great-West Life
ASSURANCE COMPANY

✣

Newspapers can be two-faced. One trouble with newspapers, says presidential consumer adviser Virginia H. Knauer, is that reporters may expose frauds in their news stories while the ad department takes money from promoters of the same kind of rackets. She cites a Pennsylvania paper that ran a big exposé of swimming pool frauds. On another page in the same issue was a full-page ad for one of the shadiest operators in the business. The National Swimming Pool Institute, trade organization for the industry, has tried to alert publishers to the phonies. Not long ago the ethics committee of its northeast chapter put together a guide pinpointing for admen some of the favorite tricks of the slicksters. It reproduced actual ads with the fine print and the distorted pictures of small pools made to look Olympic-size. So what happened? Says Mrs. Knauer: "Institute officials went to publishers and advertising managers of newspapers all over the East Coast asking them to refuse misleading swimming pool advertisements. Almost without exception their pleas fell on deaf ears."

✣

Changing Times, The Kiplinger Magazine

1972 July issue, page 29

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If yo

The Federal Trade Commission can
half of an individual consumer. And at
few exceptions, it can only act against
business in more than one state. (Con
sidering a law that would give it wider
However, your complaint along with
make the commission decide to act ag

730 Peachtree St., N.E.
Atlanta, Ga. 30308

John F. Kennedy Federal Bldg.
Government Center
*Boston, Mass. 02203

Everett McKinley Dirksen Bldg.
219 S. Dearborn St.
*Chicago, Ill. 60604

Federal Office Bldg.
1240 E. Ninth St.
*Cleveland, Ohio 44199
(Coordinating committee
at field station:
333 Mt. Elliot Ave.
Detroit, Mich. 48207)

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If you've been bilked . . .

The Federal Trade Commission can't act on behalf of an individual consumer. And at present, with few exceptions, it can only act against firms that do business in more than one state. (Congress is considering a law that would give it wider powers.)

However, your complaint along with others could make the commission decide to act against a company to get it to [illegible].

You can send complaints to the FTC regional Office in your area. The asterisk denotes the offices that have consumer protection coordinating committees, so if your problem can't be handled by the commission it will be sent to the proper federal, state or local protection agency.

730 Peachtree St., N.E.
Atlanta, Ga. 30308

John F. Kennedy Federal Bldg.
Government Center
*Boston, Mass. 02203

Everett McKinley Dirksen Bldg.
219 S. Dearborn St.
*Chicago, Ill. 60604

Federal Office Bldg.
1240 E. Ninth St.
*Cleveland, Ohio 44199
(Coordinating committee
at field station:
333 Mt. Elliott Ave.
Detroit, Mich. 48207)

Federal Office Bldg.
911 Walnut St.
Kansas City, Mo. 64106

Federal Bldg.
11000 Wilshire Blvd.
*Los Angeles, Cal. 90024

Masonic Temple Bldg.
333 St. Charles St.
New Orleans, La. 70130

Federal Bldg.
26 Federal Plaza
*New York, N.Y. 10007

Box 36005
450 Golden Gate Ave.
*San Francisco, Cal. 94102

Republic Bldg.
1511 Third Ave.
*Seattle, Wash. 98101

2120 L St., N.W.
*Washington, D.C. 20037
(Coordinating committee at
field station:
1406 Bankers Security Bldg.
1315 Walnut St.
Philadelphia, Pa. 19107)

Changing Times, The Kiplinger magazine
1972 July issue, page 13

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FOR SAFETY, SAVINGS

Consumers Should Elect To Be Choo

By MARGARET DANA
United Feature Syndicate, Inc.

The first week in November millions of Americans are going to buy a lot of things. Whether it is a pair of shoes or a house or a jar of face cream, or whether it's an idea or a political candidate, make a resolution that you won't be made a "sucker" or a push-over for "promises, promises" that can't be supported by facts and logic.

Your safety, your money and your country's future may depend on how carefully you buy anything, including ideas and candidates.

It is my personal creed that consumer affairs, whether that means consumer information or consumer protection, should have no part in party politics or have a political tie-in.

Yet I note some columnists do not hesitate to urge consumers to vote for one candidate on the basis he will do more for consumers, or to vote against another because he favors "big business," which the writer declares is always naturally against the consumer.

These are prime examples of ideas no responsible and informed person should "buy," because they are based on fallacies.

SOME OTHER fallacies you should watch for and avoid accepting are arguments which say something such as: "It is well-known . . ." or "Everybody knows that . . ." or "Statistics show that . . ." How does the speaker back up his statements? How does he know something is well-known, or can be proved that "everybody" knows? And what specific statistics is he talking about?

As a people we are prone to the "soft touch." It is very disillusioning to anyone who believes we are generally an educated, cautious people, to study the lists of products and services the Federal Trade Commission has to ban every year because so many people believed phony promises.

For example, there was the real estate developer who got prospects by promising them jobs as real estate salesmen, with good pay and reimbursement for all expenses. What he didn't tell prospects was that they were the prospects expected to buy the company's real estate, and to go out and get more prospects, too.

ANOTHER familiar FTC case is the often-repeated encyclopedia-selling gimmick which gets people to believe a set of books is free to them for indorsing them or displaying them in their homes. Millions believe all this go-round, yet it is based on promises that never come true.

Then there are the cookware advertisements and salesmen who make remarkable claims for unique properties of the cookware, such as that it will have no vapor loss in cooking, or it will save substantial time spent in the kitchen, or is unconditionally guaranteed. The FTC ordered these claims ended, but by then many consumers had "bought" both the ideas and the cookware.

What we need to remember as Election Day arrives is that there are both good and poor candidates, both truthful and unsubstantiated claims, both reasonable and wild promises.

And however dedicated you may be to the belief that consumers need "protection" from some smarter, more powerful human being than you are, don't buy the idea that any one administration, Congress, governor, mayor or other elected public servant can magically solve our consumer problems with words, tons of new laws, or by removing from each of us personal responsibility for what and how we buy.

ONE OF the most important reminders consumers need to keep on tap all the time, whether buying foods or "buying" some candidate's proposals for what he will do for people if elected, is this: Watch out for bribery to persuade you to buy.

You may not recognize it as bribery, or may feel that that term is too harsh. But the fact remains we have reached the height of absurdity these days in the "gifts" offered us to persuade us to buy a brand or a service.

Gifts from banks to those who open new accounts seem harmless — but they encourage the idea of get-

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adu
of t
A
cal
gre
vid
low
too
per
ben
can
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A
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cou
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N
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rap
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gar
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Y, SAVINGS

lect To Be Choosy

NOTHER familiar FTC is the often repeated clopedia-selling gim- k which gets people to ve a set of books is to them for indorsing or displaying them eir homes. Millions be- all this go-round, yet it based on promises that r come true.

hen there are the cook- advertisements and men who make remark- claims for unique prop- s of the cookware, such hat it will have no vapor in cooking, or it will substantial time spent he kitchen, or is uncon- nally guaranteed. The ordered these claims ed, but by then many umers had "bought" the ideas and the cook- e.

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nd however dedicated may be to the belief that consumers need "protection" from some smarter, more powerful human being than you are, don't buy the idea that any one administration, Congress, governor, mayor or other elected public servant can magically solve our consumer problems with words, tons of new laws, or by removing from each of us personal responsibility for what and how we buy.

ONE OF the most important reminders consumers need to keep on tap all the time, whether buying foods or "buying" some candidate's proposals for what he will do for people if elected, is this: Watch out for bribery to persuade you to buy.

You may not recognize it as bribery, or may feel that that term is too harsh. But the fact remains we have reached the height of absurdity these days in the "gifts" offered us to persuade us to buy a brand or a service.

Gifts from banks to those who open new accounts seem harmless — but they encourage the idea of getting something for nothing. Gifts in the boxes of cereals, to "bribe" kids into demanding that brand, are a poor way to convince an adult consumer of the value of the cereal.

And promises by a political candidate about all the great benefits he will provide for you and your fellow citizens, if elected, are too often a kind of bribe to persuade you to put those benefits first in voting for a candidate, and forgetting the other issues.

As a smart consumer, then, whether on Election Day or thereafter, "buy" the important things, the provable facts, and figure what's best for the whole country, not just for yourself.

MARGARET Dana welcomes opinions and questions on buying and will use them in her column as rapidly as research and space permit. Personal replies are impossible due to the large volume of mail from readers. Address: Margaret Dana Research Center, R.R. 1, Chalfant, Pa. 18914.

GOAL: To clarify and extend the students' concept of the individual consumer and h

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
1. Given the cost of a piece of merchandise and the retail price, the student will compute the amount of mark-up and the % of mark-up.	a. Discuss mark-up, retail price, and how to find % of mark-up.	a. Recalling Similarities Differences
	b. Invite a representative from a department store to come to the classroom to explain what costs make this necessary.	b. Recalling Making Choices Questioning Inferring Causes Inferring Effects
	c. Have students set up a display of items with cost price and retail price. Allow students to compute % of mark-up. You could play simulation game with the children as shoppers.	c. Recalling Making Choices Inferring Causes Inferring Effects
Correlates with SCMS 18 & 48	d. Review subtraction and how to find what % one number is of another by showing filmstrip, overhead, worksheet, or lecture.	d. Recalling Similarities Differences
	CORRELATING CAREERS: Buyer for department store, sales clerk, department manager.	
	CAREER CLUSTERS: 2 and 12.	

ept of the individual consumer and his relationship to big business.

ED ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIPS	PSYCHO-MOTOR RELATION-SHIP	AFFECTIV RELATION SHIP
p, retail price, d % of mark-up.	a. Recalling Similarities Differences	Math		
sentative from tore to come to to explain what s necessary.	b. Recalling Making Choices Questioning Inferring Causes Inferring Effects			b.
set up a display cost price and Allow students f mark-up. You ulation game ren as shoppers.	c. Recalling Making Choices Inferring Causes Inferring Effects		c.	
tion and how to e number is of wing filmstrip, sheet, or	d. Recalling Similarities Differences			
S: Buyer for sales clerk, .				
2 and 12.				

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OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
2. The student will compute the price per unit on two different size cans of the same item and compare the difference in price.	a. Visit a grocery store and look at various foods and prices.	a. Observing Similarities Differences
	b. Have students bring in empty cans, boxes, and packages to to use in figuring unit price.	b. Observing Similarities Differences Making Choices
	c. Make a display or a bulletin board with various ads collected from newspapers and packages and boxes.	c. Making Choices Recalling Similarities Differences
Correlates with SWCMS 24 & 25	d. Review division with discussion, filmstrip, and worksheets.	d Recalling

CORRELATING CAREERS: Grocer, Stock Boy, Cashier

CAREER CLUSTER: 2

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TED N ACTIVITIES		THINKING SKILL PROCESS	CURRICULUM RELATIONSHIPS	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
y store and s foods and	a.	Observing Similarities Differences	Math		a.
bring in empty nd packages to ring unit price.	b.	Observing Similarities Differences Making Choices		b.	
or a bulletin ious ads col- wspapers and oxes.	c.	Making Choices Recalling Similarities Differences		c.	
n with discuss- , and work-	d	Recalling			
RS: Grocer, r					
2					

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
3. Given the principle rate and time the student will compute the amount of interest (within $2) on a car loan.	a. Have students discuss and learn the formula for interest (I=PRT). Work problems using the formula.	a. Recalling
	b. Play simulation game with loan company, bank, car dearer, and buyer to set up various problems.	b. Inferring Causes Inferring Effect Recalling Making Choices Questioning Similarities Differences
	c. Have children collect ads from newspapers giving interest rates on loans.	c. Making Choices
Correlates with SWCMS # 47 & 50	d. Review and have discussion about changing percent to decimals and multiplying with decimals.	d. Recalling Making Choices
	CORRELATING CAREERS: Car dealers, loan consultant, bank loan manager, credit union loan consultant. CAREER CLUSTER: 2	

TED ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIPS	PSYCHO-MOTOR RELATION-SHIP	AFFECTIV RELATIO SHIP
discuss and ula for inter- Work problems ula.	a. Recalling	Math		
n game with bank, car dear- to set up ms.	b. Inferring Causes Inferring Effects Recalling Making Choices Questioning Similarities Differences		b.	b.
collect ads s giving inter- oans.	c. Making Choices			c.
e discussion percent to ultiplying with	d. Recalling Making Choices			
RS: Car dealers, bank loan man- n loan consul-				
2				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
4. Given a credit card statement, the student will compute what percent of the total bill the monthly finance charge would be, and what the yearly rate of interest would be to within 1%. Correlates with S'CMS # 43 & 50	a. Let students make billing cards of their own rates of interest and exchange to let other students solve for the given rates.	a. Recalling Making Choices
	b. Review division and operations with percents with the overhead projector, ditto, or filmstrip.	b. Recalling
	c. Have students list the various things which people might buy on the installment plan. Discuss other ways of financing purchases. (loan company, bank, layaway, credit union.)	c. Recalling Making Choices Simulation Differences
	d. Have a few students visit the credit department store and make a report or video tape of how the business is conducted.	d. Observing Making Choices Questioning Inferring Causes Inferring Effect
	CORRELATING CAREERS: computer operator, finance manager, billing clerk, credit department employees.	
	CAREER CLUSTER: 2	

STED N ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIPS	PSYCHO-MOTOR RELATION-SHIP	AFFECTIV RELATIO SHIP
make billing r own rates of exchange to let s solve for the	a. Recalling Making Choices	. Math	a.	a
on and opera- rcents with the ector, ditto, or	b. Recalling			
list the vari- ich people the installment other ways of chases. (loan , layaway,)	c. Recalling Making Choices Simulation Differences			c.
udents visit the ment store and or video tape siness is con-	d. Observing Making Choices Questioning Inferring Causes Inferring Effects			d.
ERS: computer e manager, bill- t department				
2				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
5. The student will divide to determine the number of shares of stock he could buy in a given company with a given amount of money to the nearest whole share.	a. Have each student bring in the business section of a newspaper, and discuss stocks and how they are bought and sold.	a. Similarities Differences Making Choices Inferring Causes Inferring Effects
	b. Play a simulation game where the students are the buyer, the seller, and the stockbroker on the floor of the stock market.	b. Recalling Similarities Differences Inferring Causes Inferring Effects Making Choices
Correlates with S CMS 25, 40 & 44	c. Invite a stock broker to talk to the students and bring samples of ticker tape.	c. Recalling Questioning
	d. Present a lesson on changing fractions to decimals and dividing with decimals. Give a ditto or a worksheet.	d. Recalling
	CORRELATING CAREERS: Stock broker, finance manager, stock exchange worker.	
	CAREER CLUSTERS: 2, 12,	

D CTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIPS	PSYCHO-MOTOR RELATIONSHIP	AFFECTIVE RELATIONSHIP
bring in tion of a iscuss stocks bought and	a. Similarities Differences Making Choices Inferring Causes Inferring Effects	Math	a.	
game where the buyer, he stock- oor of the	b. Recalling Similarities Differences Inferring Causes Inferring Effects Making Choices			b.
oker to nts and ticker tape.	c. Recalling Questioning			c.
on changing imals and imals. Give sheet.	d. Recalling			
Stock ger, stock				
12,				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
6. Each student will write a budget similar to that of his family for one month and compute the percent spent on food, percent on clothing, shelter, spent on transportation, and on taxes, to the nearest 1 percent.	a. Each child will keep an account of his own personal budget for one week.	a. Observing Recalling
	b. Each child will bring in an estimate of his family's budget.	b. Recalling
	c. Show the filmstrip, "Percent - How and Why".	c. Observing Recalling
	d. Have a parent come to the class to explain how he or she makes out the family budget.	d. Observing Questioning Inferring Causes Inferring Effects Making Choices
Correlates with STCMS # 46 & 48	e. Discuss or review how to find what percent one number is of another.	e. Recalling
	CORRELATING CAREERS: Tax consultant, accountant, finance manager.	
	CAREER CLUSTERS: 2, 13	

TIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIPS	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIPS
keep an n personal eek.	a. Observing Recalling	Math		
bring in an family's	b. Recalling		b.	
ip, "Percent	c. Observing Recalling			
me to the how he or e family	d. Observing Questioning Inferring Causes Inferring Effects Making Choices			d.
w how to find number is	e. Recalling			
: Tax con- , finance				
13				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
7. Given the profits of a certain company in the last 5 years, the students will graph the rise or fall of profits on a line graph and a bar graph with 80% accuracy.	a. Discuss how to make a scale for graphs with given data, such as heights of children, basketball scores, etc.	a. Recalling Making Choices Ordering Inferring Causes Inferring Effects
	b. Show the filmstrip on "Graphs - Understanding and Using Them."	b. Recalling
Correlates with SWCMS # 57 & 58	c. Make a large graph on a bulletin board with the number students birthdays in the given months or number of students in different grade levels.	c. Making Choices Ordering
	d. Practice lessons making graphs - let each student collect his own data for a graph.	d. Recalling Making Choices Ordering
	CORRELATING CAREERS: Statistician, accountant.	
	CAREER CLUSTERS: 2, 13	

VITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIPS	PSYCHO-MOTOR RELATIONSHIPS	AFFECTIVE RELATIONSHIP
ake a scale given data, of children, s, etc.	a. Recalling Making Choices Ordering Inferring Causes Inferring Effects	Math		
ip on "Graphs and Using	b. Recalling			b.
ph on a bul- the number ys in the number of erent grade	c. Making Choices Ordering		c.	
making h student data for a Statisti- , 13	d. Recalling Making Choices Ordering			d.

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OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
S. Given the amount of 3 credit purchases and the percent interest rate charged on each, the student will be able to calculate the interest due on each pruchase with 80% accuracy.	a. From available tests and/or teacher made work sheets give practice exercises of the type: 50% of 20 = ?	a. Recalling
	b. Set up a bookkeeping office for students to role-play the credit-buying system of a department store.	b. Recalling Making Choices Similarities Differences
Correlates with SWCMS # 47	c. Research the career of bookkeeper and clerical personnel in relation to job outlook, forecasted salary, responsibilities, and educational requirements.	c. Recalling Inferring Causes Inferring Effects

CORRELATING CAREERS: bookkeeper, clerical personnel

CAREER CLUSTERS: 2

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TIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO- MOTOR RELATIONSHIP	AFFECTIVE RELATIONSHIP
tests and/or rk sheets xercises of f 20 = ?	a. Recalling	Math		
eping office role-play ng system of ore.	b. Recalling Making Choices Similarities Differences			b.
reer of book- ical personnel job outlook, ry, responsi- ducational s: bookkeeper,	c. Recalling Inferring Causes Inferring Effects			

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
9. Given the price of a house, the amount of his down-payment, the length of his mortgage, and the yearly interest on his loan, the student will calculate the difference in what he will pay for the house and the price quoted on the house in 5 such problems with 30% accuracy.	a. Provide students with exercises from textbook or tea teacher made worksheets in which they are to practice in meeting the math objectives # 44, 46, and 47.	a. Recalling
	b. Provide students with exercises to practice formula for calculating difference of price quoted on a house and total money paid for a house. This will probably have to be done on teacher made worksheets.	b. Recalling
	c. Research careers of real-estate broker and bank executive in relation to their responsibilities, job outlook salary, and educational requirements.	c. Recalling Similarities Differences Inferring Causes Inferring Effects Making Choices
Correlates with S[illegible]CMS # 44, 46, & 47	d. Have a speaker from a bank come to class to discuss mortgages, ease in acquiring loans, and other bank-financing aid provided to consumers.	d. Questioning Making Choices
	CORRELATING CAREERS: Real-estate broker, bank or savings and loan executive	
	CAREER CLUSTERS: 2, 13	

TIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIPS	PSYCHO-MOTOR RELATIONSHIP	AFFECTIVE RELATIONSHIP
with exer- ok or tea sheets in practice th objec- nd 47.	a. Recalling	Math (Note: for more able students)		
with exer- formula for rence of house and for a house. y have to r made work-	b. Recalling			
of real- bank execu- to their job outlook tional	c. Recalling Similarities Differences Inferring Causes Inferring Effects Making Choices			
om a bank discuss n acquiring bank-financ- to consumers.	d. Questioning Making Choices			d.
Real-estate ngs and loan 13				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
10. Given five items purchasable in a grocery store weighed in pounds and/or ounces and each **items'** price, the student will calculate the unit price of each item with 80% accuracy. Correlates with SWCMS # 84 & 44	a. Provide students with exercises from text or with teacher made work sheets to practice in meeting math objectives, # 44 and 84.	a. Recalling
	b. Provide students with exercises on a teacher made work sheet to compute unit pricing on several lists of comparable products.	b. Recalling
	c. Have students go to a local grocery as a field trip and choose 10 grocery items to compare the three different brands of each item.	c. Observing Recalling Similarities Differences Ordering
	d. Invite a speaker to the class from the Consumer Protection Agency to speak about unit pricing.	d. Questioning Making Choices
	e. Have students research the career of a grocery store manager or owner to find out responsibilities, job outlook, salary, and educational requirements. This may be done by IMC materials, by use of a speaker, or on the field trip. (Activity C)	e. Recalling Making Choices Similarities Differences
	CORRELATING CAREERS: administrator on Consumer Protection Agency, grocery store manager or owner.	
	CAREER CLUSTERS: 2	

TIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIPS	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
with exer- r with sheets to ng math and 34.	a. Recalling	Math		
with exer- r made work unit pricing of compar-	b. Recalling			
to a local d trip and items to different em.	c. Observing Recalling Similarities Differences Ordering			
to the class Protection bout unit	d. Questioning Making Choices			
arch the ry store to find out , job out- educational is may be ials, by use on the field)	e. Recalling Making Choices Similarities Differences			e.
administra- ection e manager				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
11. Given a total monthly budget for a family of four, including all expenses and the fraction of the total expense, the student will construct a circle graph to represent the data given with 90% accuracy. Correlates with SWCMS # 40, 53 & 100	a. Provide students with exercises from a text or teacher made worksheets to practice meeting the math objectives # 40, 58, & 100.	a. Recalling
	b. Have students work out personal budgets for one week keeping track of all expenses and then compute the fraction of the total funds which each expense used up.	b. Recalling
	c. Provide worksheets which give the exact same type of problem as in the correlated test question for practice.	c. Recalling
	d. Have students research and then discuss in class the careers of accounting and finance counselor in relation to responsibilities, job outlook, salary, and educational requirements. Invite a speaker to provide information.	d. Recalling Similarities Differences Questioning Making Choices
	CORRELATING CAREERS: accountant, finance counselor.	
	CAREER CLUSTERS: 2, 13	

VITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
with exer- or teacher o practice objectives	a. Recalling	Math		
k out per- one week all expenses the fraction s which up.	b. Recalling			
s which me type of correlated practice.	c. Recalling			
earch and lass the ting and in relation es, job and educa- ts. Invite ide infor- accountant,	d. Recalling Similarities Differences Questioning Making Choices			d.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
12. Given the total amount of money a company takes in in one month and the total amount which the company uses of overhead (taxes, reinvested in company, etc.) the student will compute the percent of the company's intake which goes into overhead with 80% accuracy.	a. Provide exercises either with text or with teacher made worksheets, give practice in meeting math objective # 48.	a. Recalling
	b. Research various careers involved in influencing corporate financing; for example, corporate tax lawyer, corporate accountant or controller, in respect to responsibilities job outlook, salary, and educational requirements.	b. Recalling Similarities Differences Making Choices Inferring Causes Inferring Effects
	c. Acquire and distribute data to students which give statistics related to company financing. Discuss details in setting up a business and the financial matters involved.	c. Recalling Inferring Causes Inferring Effects Making Choices
Correlates with SMCMS # 48	d. Set up businesses in which students may role play to discover the responsibilities inherent in working in a business.	d. Recalling Inferring Causes Inferring Effects Making Choices
	CORRELATING CAREERS: controller, accountant, corporate lawyer or tax lawyer.	
	CAREER CLUSTERS: 2, 13	

TIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIPS	PSYCHO-MOTOR RELATIONSHIP	AFFECTIVE RELATIONSHIP
either with cher made practice in ective # 48.	a. Recalling	Math		
careers in- ncing corpor- or example, wyer, corpor- controller, sponsibilities ary, and ed- ements.	b. Recalling Similarities Differences Making Choices Inferring Causes Inferring Effects			b.
ribute data give statis- company finan- etails in iness and the involved.	c. Recalling Inferring Causes Inferring Effects Making Choices			c.
in which play to ponsibilities ing in a	d. Recalling Inferring Causes Inferring Effects Making Choices			d.
controller, te lawyer				
13				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
13. Given a line graph, which traces the profits of three companies over a specified period of time, the student will interpret the graph by answering questions comparing the different companies.	a. Provide students with exercises from text or from teacher made worksheets which meet math objective # 55.	a. Recalling
	b. Acquire and distribute statistical data of companies and their profits. These are available to all stockholders and are obtainable upon request. Discuss in class the term "profit".	b. Recalling Similarities Differences Ordering Making Choices
Correlates with SWCMS # 55	c. Have students research the careers of company controller, accountant and tax lawyers. Discuss how they work to maximize the company's profits.	c. Recalling
	CORRELATING CAREERS: company controller, tax lawyer	
	CAREER CLUSTERS: 2, 13	

TIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
with exer- r from sheets which ve # 55.	a. Recalling	Math		
ibute statis- panies and These are stockholders e upon re- class the	b. Recalling Similarities Differences Ordering Making Choices			
earch the y controller, x lawyers. work to max- 's profits.	c. Recalling			
company er				
13				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
14. Given a table of data on small quantity and large quantity costs of certain items, students will calculate percent increase when buying in small quantities for each item with 80% accuracy. In conjunction with this the student will name one career whose tasks are to control large quantity and small pricing.	a. Provide students with exercises from text or teacher made worksheets to practice meeting math objectives # 36,43, & 48.	a. Recalling
	b. Provide exercises on practicing formula for percent increase via teacher made worksheets.	b. Recalling
	c. Discuss in class the role of accountants involved in the Price and Wage Control Board.	c. Recalling Inferring Caus Inferring Effe
	d. Have students bring newspaper advertisements which compare small and large quantity prices of the same item.	d. Recalling Inferring Caus Inferring Effe Similarities Differences Making Choices
Correlates with SWCMS # 43, 46, & 48	e. Visit local grocery to compare large and small quantity prices of the same item. CORRELATING CAREERS: accountant on Price and Wage Control Board CAREER CLUSTERS: 2 13, 14,	e. Observing Recalling Inferring Caus Inferring Effe Making Choices

TED ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIPS	PSYCHO-MOTOR RELATION-SHIP	AFFECTI RELATIO SHIP
ts with exercises eacher made work- tice meeting s # 36,43, & 48.	a. Recalling	Math		
ses on practicing rcent increase de worksheets.	b. Recalling			
ss the role of volved in the Control Board.	c. Recalling Inferring Causes Inferring Effects			
bring newspaper which compare e quantity prices em.	d. Recalling Inferring Causes Inferring Effects Similarities Differences Making Choices			
rocery to compare ll quantity same item. RS: accountant Control Board 2 13, 14,	e. Observing Recalling Inferring Causes Inferring Effects Making Choices			e.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
15. Students will give verbal or written explanation of the importance of flame-retardant sleepware.	a. Get specimens of the following fabrics: 1. flame retardant flannel 2. Plain cotton outing flannel 3. "Cuddle Cloth" brushed acetate and nylon knit fabric 4. Nylon Tricot 5. Cotton and polyester flannel or plain weave cloth. Also, get potholder made from nylon loops. After materials are all assembled, cut fabrics into small, test size pieces. Having children work in small groups using a candle flame & stop watch, have them record the time required for each specimen to burst into flame. Record carefully all observations of change as well as elapsed time.	a. Observing Similarities Differences Ordering Inferring Effects
	b. Construct a graph comparing the results of flame-retardant cloth and non-flame retardant cloth regarding the amount of time required for actual combustion. CORRELATING CAREERS: clothing designer, garment worker, fabric maker, lab tester, government inspectors, fire prevention experts, insurance agents, plastic surgeon. CAREER CLUSTERS: 4, 10, 12, 8, 14	b. Recalling Similarities Differences Ordering Inferring Causes Inferring Effects

D CTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
the following ant flannel outing flannel h" brushed ace- on knit fabric olyester flannel ve cloth. der made from er materials d, cut fabrics size pieces. work in small ndle flame & them record for each into flame. all observa- as well as	a. Observing Similarities Differences Ordering Inferring Effects	Science	a.	
comparing the etardant cloth ardant cloth unt of time al combustion. clothing de- er, fabric overnment in- ntion experts, astic surgeon. 10, 12, 8, 14	b. Recalling Similarities Differences Ordering Inferring Causes Inferring Effects			b.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
16. Students will describe the meaning of planned obsolescence and present examples of planned obsolescence found in big business.	a. Have students find three items in their homes that wore out beyond repair and were replaced. Try to find their approximate age and the part that went bad.	a. Recalling Inferring Causes
	b. Discuss what "planned obsolescence" is, include: 1. changes in standard sizes and models 2. change in appearance 3. change in materials specifications 4. cost cutting by using cheaper materials	b. Recalling Inferring Causes Inferring Effects
	CORRELATING CAREERS: design engineer, cost analyst, systems analyst, marketing researchers, production analyst.	
	CAREER CLUSTERS: 10, 12	

IVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATIONSHIP	AFFECTIVE RELATIONSHIP
three items t wore out were replaced. approximate hat went bad.	a. Recalling Inferring Causes	Science		
ned obsol- de: ndard sizes arance rials speci- y using als design engin- stems analyst, , production	b. Recalling Inferring Causes Inferring Effects			

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
17. Students will verbally describe the function of Underwriter's laboratory.	a. Explain what Underwriter's Laboratory is and its function. Sample items are tested at random, and the product is given the UL seal of approval. The product manufacturer pays UL for this service.	a. Recalling Inferring Causes Inferring Effects
	b. Research the history of Underwriter's Laboratory, using the encyclopedia, etc.	b. Recalling
	c. Write to UL for information they might have for Middle School age students about their operation.	c. Questioning
	d. Find items in your home that have the UL seal, and tell why you think it could be unsafe if it didn't have the seal.	d. Recalling Inferring Effects Making Choices
	CORRELATING CAREERS: product designer, product tester	
	CAREER CLUSTERS: 10, 12	

TIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
rwriter's Lab- s function. tested at ran- uct is given proval. The rer pays UL	a. Recalling Inferring Causes Inferring Effects	Science		
ory of Under- ry, using the .	b. Recalling			
nformation or Middle ts about their	c. Questioning			
r home that and tell why d be unsafe the seal. product de- er 12	d. Recalling Inferring Effects Making Choices			d.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCES
18. Students will be able to name the kind of repairman to be called in case of breakdown of a particular household item.	a. Have students compile a list of household items in their home that could need repair. Have another student pose a breakdown in a particular item and the first student name the repairman to call.	a. Recalling Inferring Ca Inferring Ef Making Choic
	b. Have repairman talk to students concerning his working conditions, hours wages, etc.	b. Making Choic Questioning
	c. Have students verbally describe "the problem" with an appliance avoiding reference to the appliance. Rest of class tries to guess the appliance from the description.	c. Inferring Ca Inferring Ef Making Choic Questioning
	d. Write a note to attach to the appliance you are going to leave at a fix-it-shop. Describe the problem in writing.	d. Recalling
	e. Call several appliance repair shops and ask for prices of services. (replacement of refrigerator gasket, replacement of dishwasher hose, new element in toaster, replace belt in washer, etc.)	e. Questioning Making Choic
	CORRELATING CAREERS: air conditioning & refrigeration mechanic, oil and gas burner mechanics, small appliance serviceman, electrician, plumber, washer & dryer serviceman, gas appliance repairman, etc.	
	CAREER CLUSTERS: 2, 5	

D CTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
lle a list of house- r home that could another student n a particular item ent name the repair-	a. Recalling Inferring Causes Inferring Effects Making Choices	Science		
k to students con- g conditions, hours	b. Making Choices Questioning			
ally describe "the ppliance avoiding ppliance. Rest of ss the appliance on.	c. Inferring Causes Inferring Effects Making Choices Questioning			
tach to the appli- to leave at a fix- the problem in	d. Recalling			
ance repair shops of services. frigerator gasket, hwasher hose, new , replace belt in	e. Questioning Making Choices			
air conditioning & c, oil and gas ll appliance ser- plumber, washer & appliance repair-				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
19. The student will, upon reading label of ingredients in a processed food such as lunch meats, or bread tell which ingredient makes up the largest portion of the product and which ingredient makes up the smallest portion of the product.	a. Using examples of labels from processed foods show how the ingredients are, by law, listed in order of their proportions largest to smallest.	a. Recalling Observing Ordering
	b. Collect examples of several brands of the same food product. Compare proportions of ingredients. (Math people may want to compare prices.) Some interesting food products to compare: dry breakfast cereals, pancake flours, cake mixes of the same flavor, canned soups of the same kind, pre-packaged luncheon meats.	b. Similarities Differences Ordering Making Choices
	c. In home economics class, prepare our own pancake mix or cake mix, package and attached directions for use in a later class. Be sure to include a list of ingredients in proportionate order.	c. Recalling Ordering
	CORRELATING CAREERS: Butcher, baker, meat packer, portion control expert, nutritionist, meat inspector, dairy product producer, bulk milk dealer, feeder lot operator, livestock producer.	
	CAREER CLUSTER: 4	

TIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
labels from ow how the y law, list- ir propor- mallest.	a. Recalling Observing Ordering	Science		
f several food pro- ortions of people may ices.) Some roducts to fast cereals ke mixes of anned soups pre-packaged	b. Similarities Differences Ordering Making Choices			
lass, pre- ake mix or and attached in a later include a s in pro-	c. Recalling Ordering		c.	c.
Butcher, ortion con- nist, meat uct pro- er, feeder ck producer.				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
20. Student will identify warning labels on products that might be considered hazardous.	a. Find three hazardous products in your home. Write down the brand name, the ingredients (if given), and the recommended antidote.	a. Observing Recalling
	b. Copy the caution or warning exactly as they appear on a product, and discuss the reasons for the exact wording.	b. Recalling Inferring Causes Inferring Effects
	c. Have students make a list of items that should be put out of reach of children because of their hazardous nature.	c. Recalling Inferring Causes
	d. Make a large wall chart or bulletin board of product labels from items in previous activity.	d. Recalling Ordering Grouping Making Choices
	CORRELATING CAREERS: Printer, logo designer, physician, nurse, emergency squadman, trial lawyer, judge, process server, clerk, bailiff, court reporter.	
	CAREER CLUSTERS: 3, 8, 10, 12, 13, 14.	

D CTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
ous products te down the ngredients he recommended	a. Observing Recalling	Science	a.	a.
or warning ppear on a uss the rea- t wording.	b. Recalling Inferring Causes Inferring Effects		b.	b.
e a list of be put out ren because s nature.	c. Recalling Inferring Causes		c.	c.
chart or product in previous	d. Recalling Ordering Grouping Making Choices		d.	
Printer, cian, nurse, trial lawyer, r, clerk, ter.				
8, 10, 12,				

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OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
21. Students will identify the hazards in over-the-counter (non-prescription) medicines.	a. Have students research two non-prescription remedies or medicines. They should note brand, purpose, and directions or dosage. Also, note if there are any cautions for exceeding dosage or not following directions.	a. Recalling Observing Inferring Effects
	b. Share reports on above orally with class, and discuss reason for set dosage.	b. Inferring Effects Inferring Causes
	c. Have a panel discussion (or open class discussion) on the banning of non-prescription medicine commercials on TV and radio.	c. Recalling Inferring Causes Inferring Effects Making Choices
	d. Divide class into as many groups as desired. Assign groups to research brand names according to remedy. Each group should make a display or contribute to a bulletin board their findings. Some suggested categories are: Relief from headache, stomach-ache, sinus and head cold, cough cures, laxatives, vitamins, all topical medicines.	d. Recalling Similarities Differences Inferring Causes Inferring Effects Making Choices
	e. Debate: The United States is a nation of patent drug addiction.	e. Inferring Effects Inferring Causes Questioning
	CORRELATING CAREERS: physicians, nurses, emergency squadmen, first aid instructors, drug sales, chemist, clerks and cashiers.	CAREER CLUSTERS: 2, 8, 10

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TIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIV RELATION SHIP
earch two remedies or ould note d directions note if there for exceeding lowing direc-	a. Recalling Observing Inferring Effects	Science		
above orally iscuss reason	b. Inferring Effects Inferring Causes			
ssion (or sion) on the scription ls on TV and	c. Recalling Inferring Causes Inferring Effects Making Choices			c.
as many Assign - brand names ly. Each a display bulletin gs. Some es are: he, stomach- ad cold, ives, al medicines,	d. Recalling Similarities Differences Inferring Causes Inferring Effects Making Choices			
States is drug addic-	e. Inferring Effects Inferring Causes Questioning			
physicians, admen, first sales, chem- ers.	CAREER CLUSTERS: 2, 8, 10			

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
22. Students will verbally explain and demonstrate the three guidelines for the purchase of children's toys. 1. child-safety engineered(design) 2. durability of construction(materials) 3. appropriate for age of child (child development	a. Invent the perfect child's toy. Award a prize for the over-all winner. The toy should have the three guidelines of the objective. It should be submitted in a colored drawing (to scale) and be clearly described in a paragraph.	a. Recalling Making Choices
	b. Compile a list of child's toys and have students categorize them according to the age of the child, (such as, 1-3: ages 4-6, ages 7-9, ages 10-12) with respect to appropriateness.	b. Recalling Ordering Grouping Labeling Making Choices
	c. Conduct durability test on 2 different toys of the same type. Include tests for dropping, ability to withstand being pulled apart, sturdiness of moving parts, etc.	c. Observing Inferring Causes Inferring Effects
	d. Write an advertisement for a magazine showing the 3 guidelines for the advertised toy in the ad.	d. Making Choices Inferring Effects
	CORRELATING CAREERS: child development expert, toy manufacturer, retail toy sales, child guidance experts.	
	CAREER CLUSTERS: 4, 10, 13	

TIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
child's toy. the over-all ould have es of the ld be sub- d drawing clearly agraph.	a. Recalling Making Choices	Science	a.	
child's toys categorize the age of s, 1-3; ages s 10-12) propriate-	b. Recalling Ordering Grouping Labeling Making Choices			
test on 2 the same s for drop- ithstand , sturdiness tc.	c. Observing Inferring Causes Inferring Effects		c.	
ment for a he 3 guide- rtised toy	d. Making Choices Inferring Effects	Language Arts		d.
child devel- nufacturer, ld guidance				
0, 13				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
23. Student will verbally give 2 advantages of one brand of a certain product over another brand.	a. Have students in small groups conduct a comparison; test 2 brands of a food product for at least 4 qualities and report their findings to the class.	a. Similarities Differences Ordering Inferring Effects
	b. Have students bring in packages of two different brands, make their preference on appearance alone, and give a reason.	b. Inferring Causes Inferring Effects Making Choices
	c. Have students prepare questionnaire for a certain product, asking brand name preferred and four criteria for the preference. Students will compile results and report to class.	c. Questioning Ordering Inferring Causes Inferring Effects
	d. Have students bring in product container and find at least two beneficial features given on the product.	d. Inferring Effects Making Choices
	e. Give students a list of features of products and have student name the type of product to which it is related.	e. Recalling
	CORRELATING CAREERS: consumer tester, statistician, factory inspectors, research tester.	
	CAREER CLUSTERS: 2, 12	

TIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIV RELATION SHIP
small groups son; test 2 product for ies and re- gs to the	a. Similarities Differences Ordering Inferring Effects	Science	a.	
ng in pack- rent brands, ence on and give a	b. Inferring Causes Inferring Effects Making Choices		b.	
pare ques- ertain pro- d name pre- riteria for tudents will nd report to	c. Questioning Ordering Inferring Causes Inferring Effects			c.
ng in pro- d find at ial features uct.	d. Inferring Effects Making Choices		d.	
ist of fea- and have type of pro- is related.	e. Recalling			
consumer n, factory tester.				
12				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
24. Students will define the following: pure, additive, calcium propionate, MSG, RDA, USDA, monoglycerides, diglycerides.	a. Prepare a bulletin board (or display) for illustrating where these terms can be found on package labels.	a. Recalling Ordering Grouping Labeling Making Choices
	b. Have students research one of the items in the objective and tell of its connection with foods.	a. Recalling Inferring Effects Making Choices
	c. Explain what would happen to certain foods without the use of calcium proprionate, diglycerides, MSG.	c. Inferring Effects
	d. Taste test. Eat a small piece of celery. Next, eat a piece which has been lightly sprinkled with MSG. Discuss the difference.	d. Similarities Differences Inferring Effects
	CORRELATING CAREERS: nutritionist, dietitian, chemist, government food inspectors. CAREER CLUSTERS: 4, 8, 14	

D CTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
board (or trating can be found	a. Recalling Ordering Grouping Labeling Making Choices	Science	a.	
arch one of bjective and tion with	a. Recalling Inferring Effects Making Choices			
happen to out the use nate, digly-	c. Inferring Effects			
small piece at a piece htly sprin- cuss the	d. Similarities Differences Inferring Effects		d.	d.
nutritionist overnment				
, 14				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKI SKILL PR
25. Student will name a way in which each item should be made safe (from the following list): electric toaster clothes dryer child's pajamas painted crib refrigerator pudding in cans	a. Have students find out how toys can be made to be safe from a possible hazard.	a. Recallin Inferrin Inferrin
	b. Discuss ways that small electrical appliances should be constructed so as to be safe from shock hazard.	b. Recallin Inferrin
	c. Discuss ways appliances should be designed so as to be safe from hazards other than shock.	c. Recallin Inferrin
	CORRELATING CAREERS: safety tester, product designer.	
	CAREER CLUSTERS: 12	

TED ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
out how toys can from a possible	a. Recalling Inferring Causes Inferring Effects	Science		
small electrical be constructed rom shock hazard.	b. Recalling Inferring Effects			
ances should be be safe from shock.	c. Recalling Inferring Effects			
safety tester,				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKIN SKILL PRO
26. The student will discriminate between a "bull market" and a "bear market".	a. Discuss stock market operations and the terms "bear" and "bull".	a. Recallin Similari Differen Inferrin Inferrin
	b. Game: "Stocks and Bonds"	b. Observin Recallin Making C
	c. Distribute pamphlets from brokers and discuss them.	c. Similari Differen Inferrin Inferrin
	d. Collect "money" and pretend to buy stocks.	d. Making C
	CORRELATING CAREERS: stock brokers, stock market analyst, stock traders, statistician, accountant.	
	CAREER CLUSTERS: 2, 12	

IVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
operations and "bull".	a. Recalling Similarities Differences Inferring Causes Inferring Effects	Social Studies Math		
ds"	b. Observing Recalling Making Choices	Language arts		
from brokers	c. Similarities Differences Inferring Causes Inferring Effects			
retend to buy ock brokers, tock traders, c.	d. Making Choices			d.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCES
The student will define the term "price-freeze".	a. Research President Nixon's Price Freeze (Phase I and II)	a. Recalling Inferring Ca Inferring Ef
	b. Have students obtain a store's list of prices and check to see if they meet the standards.	b. Recalling
	c. Discuss "inflation" and the part it plays in business and our everyday lives.	c. Recalling Inferring Ca Inferring Ef
	d. Discuss penalties for breaking the price freeze regulations.	d. Recalling Inferring Ef
	CORRELATING CAREERS: economist, accountant, store manager, banker.	
	CAREER CLUSTERS: 2, 12.	

TIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	ACFECTIVE RELATION-SHIP
ixon's Price II)	a. Recalling Inferring Causes Inferring Effects	Social Studies Language Arts		
a store's list to see if they	b. Recalling	Math		
and the part it d our everyday	c. Recalling Inferring Causes Inferring Effects			
or breaking the tions.	d. Recalling Inferring Effects			d.
conomist, ger, banker.				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
Students will name (list) 2 organizations formed to help consumers.	a. Discuss Consumer Protection Agency and Better Business Bureau.	a. Recalling Similarities Differences Inferring Ef
	b. Have students contact BBB to find information on the reputation of a company.	b. Questioning Making Choic
	c. Lecture on "BUNKO" tactics and laws.	c. Recalling Inferring Ca Inferring Ef
	d. Make bulletin/posters giving tips on how to spot bunko operations, etc.	d. Recalling Inferring Ca Inferring Ef Ordering Making Choic
	CORRELATING CAREERS: comparison pricer/shopper, clerk, secretary, telephone operator, policeman, building inspector.	
	CAREER CLUSTERS: 2, 4, 14	

ED ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
otection Agency Bureau.	a. Recalling Similarities Differences Inferring Effects	Social Studies		
ct BBB to find in- putation of a	b. Questioning Making Choices			
tactics and laws.	c. Recalling Inferring Causes Inferring Effects			
rs giving tips o operations, etc.	d. Recalling Inferring Causes Inferring Effects Ordering Making Choices			
omparison pricer/ ary, telephone ilding inspector.				
, 14				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
Each student will verbally explain what your broker has to do when you ask him to purchase stock.	a. Have broker explain his duties to the class and how the NYSE, ASE, and OTC markets work.	a. Similarities Differences Inferring Effe Questioning
	b. Have members of Security Exchange Commission explain the regulations that govern the actions of brokers.	b. Recalling Inferring Caus Inferring Effe
	c. Make flow chart bulletin board showing how stock gets to purchaser.	c. Recalling Ordering
	d. Show films explaining the workings of the exchanges.	d. Recalling
	CORRELATING CAREERS: stock broker, banker, trader, accountant, treasurer, comptroller.	
	CAREER CLUSTERS: 2, 12	

D CTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATIONSHIP	AFFECTIVE RELATIONSHIP
is duties to NYSE, ASE, and	a. Similarities Differences Inferring Effects Questioning	Social Studies Language Arts		
ity Exchange e regulations ns of brokers.	b. Recalling Inferring Causes Inferring Effects			
tin board show- purchaser.	c. Recalling Ordering		c.	
the workings	d. Recalling			
ck broker, nt, treasurer,				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCES
Each student will be able to list 3 types of insurance and explain why their purchase might be a wise investment.	a. Discuss the various types of insurance and their purpose. (Fire, home owners, auto, life, etc.)	a. Similarities Differences
	b. Have an insurance broker explain his duties and the types of insurance he sells.	b. Similarities Differences Inferring Ca Inferring Ef
	c. Take a poll in your community to find out how many people have had times in their lives when they were glad they had insurance.	c. Recalling Observing Inferring Ef
	d. Have students do research to find out: 1) How many insurance companies there are. 2) How much difference there is in rates from various companies. 3) How "big" some insurance companies really are. 4) How insurance companies arrive at rates.	d. Recalling Similarities Differences Inferring Ca Inferring Ef Questioning
	CORRELATING CAREERS: statistician, insurance salesman, insurance investigator. CAREER CLUSTERS: 12, 13	

D CTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIV RELATION-SHIP
types of insur- se. (Fire, home etc.)	a. Similarities Differences	Social Studies Math		
oker explain his of insurance	b. Similarities Differences Inferring Causes Inferring Effects			
community to find have had times they were glad	c. Recalling Observing Inferring Effects		c.	c.
search to find surance companies ch difference om various com- ' some insurance . 4) How insur- e at rates.	d. Recalling Similarities Differences Inferring Causes Inferring Effects Questioning			
atistician, surance investi-				
3				

OBJECTIVE	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCES
31. Each student will write a paragraph explaining why there is now "job specialization" even though ancient man has shown that we could take care of all of our basic needs if we had to.	a. Discuss how people throughout history have been self sufficient.	a. Recalling Inferring Ca
	b. Make a bulletin board, with a world map on it, showing various people throughout the world that are almost totally self sufficient.	b. Recalling Similarities Inferring Ca Inferring Ef Ordering
	c. Visit a factory in your area to see how specialized some jobs are.	c. Observing Making Choic Inferring Ca Inferring Ef
	d. Discuss Henry Ford, origin of the assembly line.	d. Recalling
	CORRELATING CAREERS: Almost any modern career has some "job specialization".	
	CAREER CLUSTERS: 1 through 15	

TIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
hroughout history cient.	a. Recalling Inferring Causes	Social Studies		
d, with a world arious people that are almost ent.	b. Recalling Similarities Inferring Causes Inferring Effects Ordering		b.	
our area to see jobs are.	c. Observing Making Choices Inferring Causes Inferring Effects			c.
origin	d. Recalling			
nost any 'job special-				
ugh 15				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCES
2. Each student will list four options on how to provide shelter for himself.	a. Discuss options: trailers, apartments condominiums, houses, (own/rent), hotels, and rent, buy or lease.	a. Recalling Similaritie Differences Inferring E Making Choi
	b. Have students compare cost and advantage/disadvantage of each.	b. Similaritie Differences Inferring C Inferring E
	c. Poll the class to see who lives how.	c. Recalling
	d. Discuss the trend from urban to suburban and what is causing this. Is this trend reversing?	d. Recalling Inferring E Inferring C
	e. Look at a population map, and discuss why people live where they do.	e. Observing Recalling Similaritie Differences Inferring C Inferring E
	CORRELATING CAREERS: realtor, builder, banker, construction workers, plumbers, electricians, etc. CAREER CLUSTERS: 5	

CTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATIONSHIP	AFFECTIVE RELATIONSHIP
ers, apartments own/rent), or lease.	a. Recalling Similarities Differences Inferring Effects Making Choices	Social Studies Math		
cost and ad- f each.	b. Similarities Differences Inferring Causes Inferring Effects			
who lives how.	c. Recalling			
urban to ausing this. g?	d. Recalling Inferring Effects Inferring Causes			
ap, and discuss they do.	e. Observing Recalling Similarities Differences Inferring Causes Inferring Effects			
tor, builder, kers, tc.				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCES
. Each student will list five "gimmicks" or "come-ons" seen on T.V., heard on the radio, or seen in print.	a. Discuss what is meant by "gimmicks" or "come-ons" and their affect on buying.	a. Recalling Inferring Ca
	b. The student will listen to a T.V. commercial and list "gimmicks" or "come-ons" in the commercial.	b. Observing Recalling
	c. A small group of students will present a skit representing an obvious "gimmick", followed by a class discussion of the skit.	c. Recalling Inferring Ca Inferring Ef Questioning Making Choic
	d. Small groups write their own commercials using their knowledge of "gimmicks" and come-ons".	d. Recalling Inferring Ca Inferring Ef Making Choic
	CORRELATING CAREERS: actors, advertising agents, cameramen, artists, copywriters, layout men, media directors. CAREER CLUSTERS: 3, 7, 12	

TIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATIONSHIP	AFFECTIVE RELATIONSHIP
by "gimmicks" ir affect on	a. Recalling Inferring Causes	a. Social Studies Language Arts		
en to a T.V. gimmicks" or mercial.	b. Observing Recalling	b. Social Studies Language Arts		
ents will pre- ing an obvious y a class dis-	c. Recalling Inferring Causes Inferring Effects Questioning Making Choices	c. Social Studies Language Arts	c.	c.
eir own commer- wledge of ns".	d. Recalling Inferring Causes Inferring Effects Making Choices	d. Social Studies Language Arts		d.
ors, advertis- rtists, copy- ia directors.				
2				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
34. Each student will identify a case which he can take to a small claims court.	a. A small group of students will visit a small claims court and	a. Observing
	b. report on their visit to the remaining students in the group.	b. Recalling
	c. A lawyer will be invited to speak to the class concerning the definition of the term "small claims court" and the function and role of this court in our judicial system.	c. Questioning Inferring Ca Inferring Ef
	d. A discussion by students of the advantages of a small claims court especially for persons of low or middle income.	d. Recalling Questioning Inferring Ca Inferring Ef
	e. A group of students would prepare and present a skit to demonstrate the use of a small claims court.	e. Recalling Inferring Ca Inferring Ef Making Choic
	CORRELATING CAREERS: lawyer, judge, legal secretary, court stenographer, bailiff, court clerk. CAREER CLUSTERS: 2, 14	

D CTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
dents will visit and	a. Observing	Social Studies Language Arts	a.	
t to the remain- group.	b. Recalling			
ited to speak ing the defini- ll claims court" role of this l system.	c. Questioning Inferring Causes Inferring Effects			c.
ents of the ad- claims court ns of low or	d. Recalling Questioning Inferring Causes Inferring Effects			
would prepare o demonstrate laims court.	e. Recalling Inferring Causes Inferring Effects Making Choices		e.	e.
awyer, judge, stenographer,				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCES
. Given a list of consumer protection agencies, the student will be able to select one and describe the protection it provides.	a. Invite a speaker from a local consumer protection agency to explain the function and activities of his agency.	a. Observing Questioning
	b. Conduct a round table discussion of the protection needs of the consumer.	b. Recalling Inferring Ca Inferring Ef Questioning Making Choic
	c. Bring in and share articles from magazines and newspapers concerning consumer grievances.	c. Similarities Differences Inferring Ca Inferring Ef Making Choic
	d. Gather newspaper articles reporting consumer suits against manufacturers.	d. Recalling
	CORRELATING CAREERS: investigators, lawyers, data processors, secretaries, telephone operators.	
	CAREER CLUSTERS: 2, 13	

TIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
a local con- cy to explain vities of his	a. Observing Questioning	Social Studies		
discussion of of the consumer.	b. Recalling Inferring Causes Inferring Effects Questioning Making Choices			b.
ticles from ers concerning	c. Similarities Differences Inferring Causes Inferring Effects Making Choices			
cles reporting t manufacturers.	d. Recalling			
estigators, , secretaries,				

OBJECTIVE	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCES
6. The student will match the familiar industries which provide products we use frequently, with the men who founded the large corporations manufacturing those items.	a. Show film strips depicting the lives of famous corporate founders including Henry Ford, Firestone, Rockefeller.	a. Observing Recalling
	b. Prepare a list of autobiographies and biographies, from which a student could select one and write a short written or present an oral report.	b. Recalling Questionin Making Cho
	c. Write and present a skit on the life of a famous corporation founder.	c. Recalling Similariti Difference Making Cho
	d. Create a table display of products with the name of their manufacturing corporation indicated.	d. Recalling Similariti Difference Ordering Making Cho
	e. Original drawings of famous corporate heads created especially for a bulletin board display.	e. Recalling Ordering Making Cho
	CORRELATING CAREERS: corporation president, chairman of the board, mail clerk, salesman, inventor, chemist.	
	CAREER CLUSTER: 2	

D CTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
picting the lives founders in- Firestone,	a. Observing Recalling	Social Studies Language Arts		
utobiographies om which a t one and write present an oral	b. Recalling Questioning Making Choices			b.
skit on the life tion founder.	c. Recalling Similarities Differences Making Choices		c.	
lay of products eir manufacturing ed.	d. Recalling Similarities Differences Ordering Making Choices			d.
f famous corpor- specially for splay.	e. Recalling Ordering Making Choices		e.	e.
orporation pre- e board, mail tor, chemist.				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
7. Each student will match five large corporations with the product they make and/or control.	a. Collect labels from products and indicate on the label, the name of the company.	a. Recalling Making Choic
	b. Gather magazine pictures of products and mount them on oak tag, and write the manufacturing company on another card. Play your own match card game.	b. Recalling Ordering Making Choic
	c. Choose a program sponsored by General Foods, Burlington Mills, or General Motors Corp. and tell how many different products are advertised.	c. Recalling Similarities Differences Inferring Ca Inferring Ef Making Choic
	CORRELATING CAREERS: historians, writers, advertising agents, buyers, distributors, public relations workers.	
	CAREER CLUSTERS: 7, 12	

IVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATIONSHIP	AFFECTIVE RELATIONSHIP
roducts and in- the name of the	a. Recalling Making Choices	Social Studies		
ures of products tag, and write mpany on another match card game.	b. Recalling Ordering Making Choices		b.	
nsored by Gen- on Mills, or and tell how cts are adver-	c. Recalling Similarities Differences Inferring Causes Inferring Effects Making Choices			c.
storians, ents, buyers, lations workers.				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
38. Each student will name and describe three types of business ownership: private, partnership, and corporation.	a. Discuss the similarities and differences among the three types of business ownership.	a. Recalling Similarities Differences Making Choice
	b. Discuss examples of each type of business ownership.	b. Recalling Similarities Differences Inferring Cau Inferring Eff
	c. Invite a local businessman from each of the three types to discuss the advantages of his particular type of business for the work that he does.	c. Recalling Similarities Differences Inferring Eff Inferring Cau Questioning Making Choice
	CORRELATING CAREERS: accountant, bookkeeper, secretary, personnel manager, marketing representative, distributions manager, warehouseman. CAREER CLUSTERS: 2, 12	

TED ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
rities and differ- ree types of .	a. Recalling Similarities Differences Making Choices	Social Studies Language Arts		
f each type of .	b. Recalling Similarities Differences Inferring Causes Inferring Effects			
inessman from each to discuss the particular type e work that he	c. Recalling Similarities Differences Inferring Effects Inferring Causes Questioning Making Choices			
accountant, book- rsonnel manager, ive, distributions .				
2				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCE
39. The students will list five businesses in his community and tell into which ownership classification each fits.	a. The student will visit several local business establishments and inquire as to type of ownership.	a. Observing Questioning Making Choi
	b. Create a survey of twenty local businesses and compute the trend in the community.	b. Observing Inferring C Inferring E Questioning Making Choi
	CORRELATING CAREERS: business analyst, data processor, printer, pressman, copywriter, public relations worker. CAREER CLUSTERS: 2, 3, 12	

VITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
t several local ts and inquire ip.	a. Observing Questioning Making Choices	Social Studies Business Language Arts		a.
venty local te the trend in	b. Observing Inferring Causes Inferring Effects Questioning Making Choices			
siness analyst, pressman, tions worker. 12				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
40. The student will verbally explain the growing role of public opinion with respect to big business.	a. Discuss the history of public opinion-polls, questionnaires.	a. Recalling Similarities Differences
	b. Decide on one thing that you would change public opinion about and then explore and initiate the necessary means.	b. Recalling Inferring Ef Inferring Cau Making Choice
	c. Write a questionnaire to be distributed in your school to determine public opinion on some issue.	c. Recalling Questioning Making Choice
	d. Discuss the careers involved in compiling, printing, and analyzing data from a questionnaire dealing with public opinion.	d. Recalling Similarities Differences Questioning Making Choice
	CORRELATING CAREERS: public relations worker, market researchers, polsters, commercial artists, publishers, data processors, computer designers, copywriters, editors, sociologists. CAREER CLUSTERS: 3, 7, 13	

IVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIPS	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
of public opin- aires.	a. Recalling Similarities Differences	Language Arts Social Studies Industrial Arts		
that you would about and then the necessary	b. Recalling Inferring Effects Inferring Causes Making Choices			b.
e to be dis- ool to determine me issue.	c. Recalling Questioning Making Choices			c.
involved in com- d analyzing naire dealing	d. Recalling Similarities Differences Questioning Making Choices			d.
blic relations ers, polsters, lishers, data signers, copy- logists.				
13				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
. The student will list and discuss the advantages and disadvantages of the Consumer Report.	a. Read Consumer Reports for the current month.	a. Observing Recalling
	b. Choose two items and check for information in Consumer Reports by referring to Reader's Guide to Periodical Literature.	b. Recalling Similarities Differences Inferring Cau Inferring Eff Making Choice
	c. Briefly summarize one article from Consumer Reports.	c. Recalling Similarities Differences Making Choice
	d. Discuss the role that a consumer magazine plays in the business world.	d. Recalling Similarities Differences Making Choice
	CORRELATING CAREERS: copywirters, research directors, commercial artists, photoengravers, technical writers, feature editors, editors, pressmen, salesmen, distributors, truck drivers.	
	CAREER CLUSTERS: 3, 15	

IVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIPS	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
s for the current	a. Observing Recalling	Language Arts Social Studies		
check for infor- eports by referr- to Periodical	b. Recalling Similarities Differences Inferring Causes Inferring Effects Making Choices			
e article from	c. Recalling Similarities Differences Making Choices			
t a consumer e business world.	d. Recalling Similarities Differences Making Choices			d.
pywirters, mercial artists, al writers, s, pressmen, truck drivers.				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCES
2. The student will list and discuss the advantages of the "mass media".	a. Discuss the term "mass media".	a. Recalling
	b. Discuss the role the mass media plays in our daily lives. What affect does it have?	b. Recalling Inferring Ca Inferring Ef
	c. Discuss the vast numbers of people employed by the "mass media".	c. Recalling Similarities Differences Grouping
	d. Consider the effect of the failure of all of the mass media to operate simultaneously.	d. Inferring Ef
	e. Distinguish between the words "affect and effect".	e. Recalling
	CORRELATING CAREERS: announcers, reporters, editors, disc-jockeys, broadcast technicians, repairman, distributors, electrical engineer, design engineers.	
	CAREER CLUSTERS: 2, 3, 10	

VITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
s media".	a. Recalling	Language Arts Social Studies		
mass media ves. What	b. Recalling Inferring Causes Inferring Effects			b.
ers of people media".	c. Recalling Similarities Differences Grouping			
f the failure dia to operate	d. Inferring Effects			
he words "affect	e. Recalling			
ouncers, re- ockeys, broad- man, distri- eer, design				
O				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
The student will explain the uses of the questionnaire.	a. Discuss the uses of questionnaires in both big business and consumer studies and their affect.	a. Recalling Inferring Cau Inferring Eff
	b. Research some large Public Opinion survey companies.	b. Recalling
	c. Discuss the elements of a good question and the affect that it can have on people.	c. Similarities Differences Inferring Cau Inferring Eff Inferring Fee Questioning
	d. Discuss ten kinds of information asked for on questionnaires in addition to opinion or preference.	d. Recalling Similarities Differences Inferring Cau Inferring Eff Questioning Making Choice
	CORRELATING CAREERS: copywriters, research directors, public relations workers, media directors, commercial artists, sociologists, home economists.	
	CAREER CLUSTERS: 3, 7, 4, 13	

D TIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
questionnaires and consumer fect.	a. Recalling Inferring Causes Inferring Effects	Language Arts Social Studies		a.
Public Opinion	b. Recalling			
of a good ques- that it can have	c. Similarities Differences Inferring Causes Inferring Effects Inferring Feeling Questioning			c.
information nnaires in addi- reference.	d. Recalling Similarities Differences Inferring Causes Inferring Effects Questioning Making Choices			d.
pywriters, re- c relations s, commercial home economists.				
4, 13				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROC
44. The student will define each of the techniques of propaganda. Ex: Transfer Bandwagon Glittering Generalities Grass Roots	a. Discuss each of the propaganda techniques.	a. Recalling Similaritie Differences Ordering
	b. Bring in articles or examples of these techniques used on the public daily.	b. Recalling
	c. Discuss advertising and public relations in terms of propaganda.	c. Recalling Similaritie Differences Inferring C Inferring
	d. Show filmstrips on Critical Thinking. (Eye Gate House, Inc.)	d. Observing Recalling
	CORRELATING CAREERS: advertisers, marketing researchers, commercial artists, consumer market analysts, public relations workers, copywriters, editors politicians, campaign workers. CAREER CLUSTERS: 3, 7, 12, 13, 14	

CTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATIONSHIP	AFFECTIVE RELATIONSHIP
propaganda tech-	a. Recalling Similarities Differences Ordering	Language Arts Social Studies		
examples of d on the public	b. Recalling			
and public re- propaganda.	c. Recalling Similarities Differences Inferring Causes Inferring Effects			c.
ritical Think- , Inc.)	d. Observing Recalling			
vertisers, commercial art- nalysts, public writers, mpaign workers.				
12, 13, 14				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
45. Students will list one responsibility the consumer must fulfill before they receive full warrenty protection from the manufacturer and state why they must do this.	a. Discuss the purpose of warranties in general.	a. Recalling
	b. Fill out a sample warranty registration and questionnaire that class designs.	b. Recalling
	c. Discuss reasons why a warranty needs to be mailed in before full wanranty protection is received.	c. Recalling Similarities Differences
	d. Design own warranties and quesionnaires.	d. Recalling Questioning Making Choices
	e. Students will construct and maintain a bulletin board of the warranties and questionnaires they designed.	e. Recalling Inferring Caus Inferring Effe Ordering Grouping Questioning Making Choices
	CORRELATING CAREERS: product manufacturers, shipping and receiving clerks, inventory control personnel, repairmen, consumer counselor.	
	CAFEER CLUSTERS: 2, 10, 12	

VITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
f warranties in	a. Recalling	Language Arts		
ranty registra- e that class	b. Recalling		b.	
warranty needs e full wanranty d.	c. Recalling Similarities Differences			
and quesion-	d. Recalling Questioning Making Choices			
ct and maintain he warranties ey designed.	e. Recalling Inferring Causes Inferring Effects Ordering Grouping Questioning Making Choices			
duct and receiving l personnel, selor.				
12				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKI SKILL PRO
46. Students will define the broad categories of careers relating to big business: business, commerce and trade, industry traffic.	a. Discuss the various careers that relate to the four main categories which have for their end the supplying of commodities. Prepare a chart of these careers.	a. Recalli Similar Differe Orderin
	b. Look up the meanings of the four main category words in the dictionary.	b. Recalli
	c. Research one career in depth and report findings to class.	c. Recalli Causes Effects Making
	d. Interview one person you know with one of the below careers about what their job involves. Ask them about the enjoyment they receive from their work.	d.
	e. Interview a self-employed person (craftsmen or tradesman) and compare how they feel about their jobs with the above person.	e. Similar Differe Causes Effects Questio Making
	f. Discuss difference between company owned carrier fleets and common carriers and difference in overhead care, etc.	f.

CORRELATING CAREERS: office machine operators, busin
clerks, salesmen, purchasing agents, finance personn
electronic computer personnel, cashiers, transportat
truck, aviation, ocean lake and waterway), research
personnel, engineers, marketing prrsonnel.

CAREER CLUSTERS: 2, 12

D ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIPS	PSYCHO-MOTOR RELATION-SHIP	AFFECTIV RELATION-SHIP
careers that re- ain categories r end the supply- Prepare a chart	a. Recalling Similarities Differences Ordering	Language Arts		
gs of the four in the diction-	b. Recalling			
r in depth and re- lass.	c. Recalling Causes Effects Making Choices			c.
on you know with areers about what . Ask them about receive from	d.			d.
nployed person esman) and compare t their jobs with	e. Similarities Differences Causes Effects Questioning Making Choices			e.
between company ts and common rence in overhead	f.			

office machine operators, business administration,
chasing agents, finance personnel, accountants,
ersonnel, cashiers, transportation personnel (rail,
lake and waterway), research and development
marketing prrsonnel.

2

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
Students will list two careers that deal with advertising through the audio visual media.	a. Discuss the purpose and effectiveness of advertising. Does it influence them directly?	a. Recalling Inferring Caue Inferring Effe
	b. Discuss the various careers that deal with advertising through the audio visual media.	b. Recalling Similarities Differences Inferring Caus Inferring Effe Making Choices
	c. Create an advertisement of some product you are trying to sell to the class. Make it as persuasive as possible then discuss feelings class had about your product.	c. Recalling Inferring Caus Inferring Effe Questioning Making Choices Inferring Feel
	CORRELATING CAREERS: photographers, sign painters, draftsmen, illustrators, film editor, advertising personnel.	
	CAREER CLUSTERS: 3, 7	

ITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
d effective- oes it influ-	a. Recalling Inferring Cauees Inferring Effects	Language Arts		a.
areers that through the	b. Recalling Similarities Differences Inferring Causes Inferring Effects Making Choices			b.
t of some pro- sell to the suasive as feelings class .	c. Recalling Inferring Causes Inferring Effects Questioning Making Choices Inferring Feelings			c.
tographers, , illustrators, personnel.				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS
Given tha attached advertisement, students will list three ways in which the public relations worker has made his company appealing. (See Test Item 48)	a. Discuss the elements of layout and design and the wording of advertisements.	a. Recalling Similarities Differences Inferring Effect
	b. Find examples of good advertisements and discuss why they are effective Prepare a bulletin board of these advertisements.	b. Similarities Differences Grouping Inferring Causes Inferring Effect Making Choices
	c. Design an effective advertisement.	c. Recalling Grouping Inferring Effect Inferring Feelin
	d. Discuss other ways public relations workers make their companies or products appealing to the public.	d. Recalling
	e. Discuss the types of personality characteristics that public relations workers need to display in order to positively affect others.	e. Similarities Differences Inferring Causes Inferring Effect Inferring Feelin Making Choices
	CORRELATING CAREERS: advertising personnel, public relations workers, copywirters, media directors, commercial artists, layout men. CAREER CLUSTERS: 3, 7, 12	

VITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATIONSHIP	AFFECTIVE RELATIONSHIP
f layout and of advertise-	a. Recalling Similarities Differences Inferring Effects	Language Arts		
advertisements re effective rd of these	b. Similarities Differences Grouping Inferring Causes Inferring Effects Making Choices			b.
vertisement.	c. Recalling Grouping Inferring Effects Inferring Feelings			
lic relations panies or pro- public.	d. Recalling			d.
ersonality ublic rela- display in fect others.	e. Similarities Differences Inferring Causes Inferring Effects Inferring Feelings Making Choices			e.
rtising per- workers, copy- commercial				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCES
49. Given the following article, "Newspapers can be two-faced", concerning the opinion of a presidential consumer adviser, students will state how a newspaper can be two-faced. (See article in back of unit.)	a. Find examples of advertising in newspapers and magazines which show the importance of critical reading; discuss first impression.	a. Recalling Similarities Differences Inferring Ef Inferring Fe Making Choic
	b. Design an ad that is misleading.	b. Recalling Ordering
	c. Have students discuss what makes each of the above ads misleading.	c. Recalling Inferring Ca Inferring Ef
	d. Using the Reader's Guide, find other articles dealing with fraud in advertising.	d. Observing Recalling
	e. After reading the attached article "The Consumer Should Elect to Be Choosy", students will discuss and summarize main ideas.	e. Recalling Inferring Ca Inferring Ef Inferring Fe Making Choic
	f. Show filmstrip series on Critical Thinking and discuss.	f. Recalling Similarities Differences Inferring Ca Inferring Ef
	CORRELATING CAREERS: consumer advisers, newspaper reporters, advertising managers, newspaper publishers. CAREER CLUSTERS: 3, 12	

D TIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHOMOTOR RELATIONSHIP	AFFECTIVE RELATIONSHIP
vertising in news- s which show the cal reading; dis- on.	a. Recalling Similarities Differences Inferring Effects Inferring Feelings Making Choices	Language Arts		a.
s misleading.	b. Recalling Ordering			b.
ss what makes ds misleading.	c. Recalling Inferring Causes Inferring Effects			c.
Guide, find other th fraud in ad-	d. Observing Recalling			
ttached article d Elect to Be ill discuss and s.	e. Recalling Inferring Causes Inferring Effects Inferring Feelings Making Choices			e.
es on Critical s.	f. Recalling Similarities Differences Inferring Causes Inferring Effects			
onsumer advisers, dvertising man- shers.				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROC
50. Students will name 3 ways the Federal Trade Commission polices the marketplace.	a. Discuss FTC means of enforcement of consumer rights: examples 1) companies have money back guarantees. 2) companies must fill orders promptly. 3) companies must stop dangerous practices: prevented from selling flammable carpets, must stop sale of flammable children's sleepware. 4) allow cooling-off periods. 5) companies must tell the truth-submit proof of claims.	a. Recalling Inferring C Inferring E
	b. Write to FTC Regional Office in their area if they have a complaint about a company. A list of addresses is attached.	b. Recalling Inferring Inferring
	c. Discuss purpose of FTC.	c. Recalling
	d. Discuss types of valid complaints that could be made to FTC. Discuss how wording of letter of complaint can effect receiver such that it receives immediate attention.	d. Recalling Inferring Inferring Inferring Making Cho
	CORRELATING CAREERS: Consumer counselors, Federal Trade Commission personnel.	
	CAREER CLUSTERS: 13, 14	

ESTED ON ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTI RELATIO SHIP
s of enforcement of examples ve money back guaran- st fill orders prompt- st stop dangerous revented from selling rpets, must stop sale children's sleepware. g-off periods. st tell the truth- of claims.	a. Recalling Inferring Causes Inferring Effects	Language Arts		
ional Office in their e a complaint about t of addresses is	b. Recalling Inferring Causes Inferring Effects			
of FTC.	c. Recalling			
valid complaints de to FTC. Discuss etter of complaint ver such that it te attention.	d. Recalling Inferring Causes Inferring Effects Inferring Feelings Making Choices			d.
: Consumer counselors, ssion personnel.				
, 14				

FILMSTRIPS

How to Write series

D-67 Digging for facts
D-68 Building reports
D-69 Finishing reports

Adventures in Communicating

D-84 What we communicate
D-85 What is a sentence
D-86 Sentence variety
D-87 Sentence do's and don'ts

Writing and Revising

D-96 Title and Opening sentence
D-97 Body of Composition
D-98 Body of closing sentence
D-99 Revising and final editing

Organizing your writing

D-106 The 5 steps in writing a composition
D-107 Outlining a written composition
D-108 The main parts of a written composition
D-109 The introduction of a written composition
D-110 The body of a written composition
D-111 The conclusion of a written composition
D-112 The patterns of paragraphs
D-113 Making transitions in a written composition

Construction Reports

D-114 Digging for facts
D-115 Selecting the theme
D-116 Building reports
D-117 Painting with words
D-118 Finishing reports
D-119 Using reports

Filmstrips - The Youthful Consumer
from the New York Times - educ
manual)

Related N.Y. Times Filmstrips -
Properity With End? Nov. 1969
Protecting the Consumer March
Squandered Resources March 197
The Generation Under 25 April
Profile of Americans November
Your Tax Dollar April 1971
The Seventies: Decade for Deci
The Alienated American Decem
The History of Dissent Octobe

A-131 Commerce and Industry
A-135 Industry
Making Comparisions
Observing
Interpreting
Analyzing
Summarizing

Films: Southwestern City Sc
"Brushing Up On Divis
"Graphs: Understandin
"Measurement in the
"Percent - How and Wh
"Economic Education:
"The Investor and Mar
"The Littlest Giant"
"Merchant to the Mill

Grove City Public Lib

"Competition in Busin
"Fred Meets a Bank"

Filmstrips - The Youthful Consumer - a sound filmstrip on current affairs - available from the New York Times - educational division. (with worksheet master & discussion manual)

Related N.Y. Times Filmstrips -
Properity With End? Nov. 1969
Protecting the Consumer March 1969
Squandered Resources March 1970
The Generation Under 25 April 1968
Profile of Americans November 1971
Your Tax Dollar April 1971
The Seventies: Decade for Decision October 1970
The Alienated American December 1969
The History of Dissent October 1968

A-131 Commerce and Industry
A-135 Industry
Making Comparisions
Observing
Interpreting
Analyzing
Summarizing

Films: Southwestern City Schools
"Brushing Up On Division"
"Graphs: Understanding and Using Them"
"Measurement in the Food Store"
"Percent - How and Why"
"Economic Education: Part of the Main"
"The Investor and Market Place"
"The Littlest Giant"
"Merchant to the Millions"

Grove City Public Library

"Competition in Business"
"Fred Meets a Bank"

Films available from the Columbus Public Library

Business & Industry

Andrew Carnegie 19 Min B&W j-s-a

The Basic Elements of Production 13 Min B&W j-s-a

Breaking the Trade Barrier 54 Min. B&W s-a

Henry Ford 26 Min. B&W j-s-a

It Takes Everybody to Build This Land 21 Min. color p-e

Wendy's First Christmas Card 11 Min. color e-i

Economics

Inflation 20 Min. B&W j-s-a

Money and Its Uses 11 Min. color e-i

Guidance - Vocational

Choosing Your Occupation 11 Min. j-s B&W

Planning Your Career 16 Min. B&W j-s

Films available from Fran
46 E
Colu

8EBF374 Basic Elements o
13 Min. s

12GAF1761 Basic Reproduc

8BFA2007 Bookkeeping: Oc

8BFA2013 Consumer Educat

4BFA2014 Consumer Educat

8MGW107 Effective Listen

4COR98 Fred Meets a Ban

4COR21 How to Study 11

4EBF280 Making of a Mural

8EBF429 Making Yourself U

4COR 322 Reading Improvem

4COR23 Reading Improvemen

4EBF268 Using the Bank 1

4COR44 What is a Contract

Films available from Franklin County Film Service

46 E. Fulton St.
Columbus, Ohio 43215

8EBF374 Basic Elements of Production (Natural Resources, Labor, Capital, Manageme
13 Min. s-c

12GAF1761 Basic Reproduction Processes in the Graphic Arts 24 Min. color j-s-

8BFA2007 Bookkeeping: Occupations & Opportunites 15 Min. color j-s

8BFA2013 Consumer Education: Installment Buying 11 Min. color j-s

p-e

4BFA2014 Consumer Education: Retail Credit Buying 11 Min. j-s

8MGW107 Effective Listening 15 Min. s-c

4COR98 Fred Meets a Bank 12 Min. i-j

4COR21 How to Study 11 Min. j-s

4EBF280 Making of a Mural 10 Min. j-s-c

8EBF429 Making Yourself Understood 14 Min. j-s-c

4COR 322 Reading Improvement: Comprehensive Skills 11 Min. i-j-s

4COR23 Reading Improvement: Effective Speeds 11 Min. i-j-s

4EBF268 Using the Bank 11 Min. i-j

4COR44 What is a Contract 10 Min. j-s

POSSIBLE CAREERS FOR ORAL OR WRITTEN RESEARCH

1. Buyer for department store
2. Sales clerk
3. Department manager
4. Grocer
5. Stock boy
6. Cashier
7. Car dealers
8. Loan consultant
9. Bank loan manager
10. Credit union loan consultant
11. Computer operator
12. Billing clerk
13. Finance manager
14. Credit department employees
15. Stock broker
16. Stock exchange worker
17. Tax consultant
18. Accountant
19. Statistician
20. Bookkeeper
21. Clerical personnel
22. Real estate broker
23. Bank or savings and loan executive
24. Administrator on Consumer Protection Agency
25. Grocery store owner or manager
26. Finance counselor
27. Controller
28. A corporate lawyer or tax lawyer
29. Accountant on Price and Wage Control Board
30. Clothing designer
31. Garment worker
32. Fabric maker
33. Lab tester
43. Government inspectors
35. Fire prevention experts
36. Insurance Agents
37. Plastic Surgeon
38. Design engineer
39. Cost analyst
40. Systems anslyst
41. Marketing experts
42. Market researchers
43. Production analyst

44. Air conditioning ar
45. Oil and gas burner
46. Small electric appl
47. Gas appliance repai
48. Plumber
49. Electrician
50. Dishwasher service
51. Washer and dryer se
52. Butcher
53. Baker
54. Meat packer
55. Portion control exp
56. Nutritionist
57. Meat inspector
58. Dairy product produ
59. Bulk milk dealer
60. Feeder lot operato
61. Livestock producer
62. Printer
63. Logo designer
64. Physician
65. Nurse
66. Emergency squadman
67. Trial lawyer
68. Judge
69. Process server
70. Clerk
71. Bailiff
72. Court reporter
73. First-aid instructo
74. Drug Sales (wholesa
75. Drug manufacturer's
76. Child development e
77. Toy manufacturer
78. Retail toy sales
79. Child guidance expe
80. Consumer tester
81. Factory inspector
82. Research tester
83. Dietician
84. Chemist
85. Safety tester
86. Product designer

RCH

Agency

Board

44. Air conditioning and refrigeration mechanic
45. Oil and gas burner mechanics
46. Small electric appliance serviceman
47. Gas appliance repairman
48. Plumber
49. Electrician
50. Dishwasher serviceman
51. Washer and dryer serviceman
52. Butcher
53. Baker
54. Meat packer
55. Portion control expert
56. Nutritionist
57. Meat inspector
58. Dairy product producer
59. Bulk milk dealer
60. Feeder lot operator
61. Livestock producer
62. Printer
63. Logo designer
64. Physician
65. Nurse
66. Emergency squadman
67. Trial lawyer
68. Judge
69. Process server
70. Clerk
71. Bailiff
72. Court reporter
73. First-aid instructors
74. Drug Sales (wholesale and retail)
75. Drug manufacturer's chemist
76. Child development expert
77. Toy manufacturer
78. Retail toy sales
79. Child guidance experts
80. Consumer tester
81. Factory inspector
82. Research tester
83. Dietician
84. Chemist
85. Safety tester
86. Product designer

POSSIBLE CAREERS FOR ORAL OR WRITTEN RESEARCH (continued)

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87. Stock market analyst
88. Stock traders
89. Economist
90. Comparison pricer
91. Shopper
92. Secretary
93. Telephone operator
94. Policeman
95. Building inspector
96. Treasurer
97. Comptroller
98. Builder
99. Construction workers
100. Actors
101. Advertising agents
102. Cameramen
103. Artist
104. Copywriters
105. Layout men
106. Media directors
107. Data Processors
108. Corporate president
109. Chairman of the Board
110. Mail clerk
111. Inventor
112. Historians
113. Writers
114. Public relations workers
115. Personnel manager
116. Distribution manager
117. Warehousemen
118. Business analyst
119. Printer
120. Pressmen
121. Polsters
122. Publishers
123. Editors
124. Computer designers
125. Sociologists
126. Research directors
127. Photoengravers
128. Truck drivers
129. Announcers
130. Reporters
131. Disc-Jockeys
132. Politicians
133. Campaign workers
134. Shipping and recei
135. Inventory control
136. Aviation personnel
137. Railroad personnel
138. Highway personnel
139. Ocean, lake, and w
140. Photographers
141. Sign painters
142. Draftsmen, illustr
143. Electrotypers
144. Stereotypers
145. Lithographic occup
146. Linotype operator
147. Federal Trade Comm

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130. Reporters
131. Disc-Jockeys
132. Politicians
133. Campaign workers
134. Shipping and receiving clerks
135. Inventory control personnel
136. Aviation personnel
137. Railroad personnel
138. Highway personnel
139. Ocean, lake, and waterway personnel
140. Photographers
141. Sign painters
142. Draftsmen, illustrators
143. Electrotypers
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145. Lithographic occupations
146. Linotype operator
147. Federal Trade Commission personnel

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THE NEW YORK TIMES - EDUCATION DIVISION
SOUND FILMSTRIP ON CURRENT AFFAIRS May 1972

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Teacher's Guide

By Mary Ellen Lewis

LESSON PLAN

Aims

1. To examine the trends, motivations and values underlying young people's buying patterns.
2. To determine to what extent and for what reasons subgroups of American youth, such as your class, conform to, or depart from, these trends.
3. To predict how the spending patterns and consumer values of young people today will influence the goods and services available in our society in the coming decade.

Motivation:

Which of the following statements describes you?

1. "I want to have enough money to buy all the good things I've always wanted."
2. "Simple happiness and social and environmental improvements mean more to me than material possessions."

Pivotal Questions:

1. Do you think that most young Americans today would agree with statement 1 or statement 2 above?
2. How do the kinds of things that young people buy today reflect the view that youth is more interested in buying an experience than a product?
3. A generalization of the youthful consumer assumes a somewhat classless society of the young. To what extent do you think that all young Americans have similar buying power and consumer values? Discuss.

Summary: How do you spend your money?

Application: Duplicate and distribute the ditto-master worksheet for each student to fill out. See suggestions for this assignment under "Teaching Strategies."

TEACHING STRATEGIES

I. Utilizing the Sound Filmstrip:

The sound filmstrip "**The Youthful Consumer**" may be shown without breaks for an overview. This may be followed by a slower, focused reshowing with breaks for class discussion. Alternatively, the filmstrip and recorded narration could be played only once with extended discussion breaks to reinforce and summarize learning.

Mrs. Lewis is a member of the Social Studies Department in Julia Richman High School, Manhattan, N.Y.

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II. Vocabulary:

Before or after the filmstrip is shown, review the following terms, which are used in the narration:

consumer
baby-boom generation
market researchers
"counter culture"
boutique
credit card

inflation
materialism
"new consumerism"
organic foods
economic boycott
zero population growth

III. Utilizing the Worksheet:

The purposes of the ditto-master worksheet are to learn some sociological skills of market research and to give students an opportunity to examine their own spending patterns and to see how these compare with the image of the youthful consumer presented in the filmstrip.

The worksheet may be used as a homework assignment or "application" for the suggested lesson plan. It might be assigned the day before the filmstrip showing as a preview. Finally, it might be the basis for a larger social-survey project for further study of important issues raised by the filmstrip.

As the basis for this in-depth study, the responses of your class to the questionnaire could be collated and analyzed in order to introduce the students to basic market-research skills. This composite picture of a subgroup of young American consumers could then be contrasted with the filmstrip's portrayal of the youthful consumer.

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IV. Discussion Questions and Inquiry Exercises:

Following Band 1:

1. Why do government agencies that plan services for the future worry about the "baby-boom generation"?

Following Band 2:

1. Are young people today buying according to individual tastes and preferences or in conformity with what they regard as the preferences of their generation?
2. What effect do the advertising media have on youthful buying habits?
3. Do you see any contradiction between the accumulation of material possessions and young people's concern about ecology? Explain.
4. Do you think that many young people are demanding credit from stores and banks, or are the stores and banks pressuring youth to have charge accounts? Discuss.

Following Band 3:

1. List some reasons why you might boycott a company.
2. What is the relationship between the consumer movement and the American military machine?
3. Do you think that consumer protection, environmental concerns and honesty in advertising will remain major factors as young consumers grow older?

Following Band 4:

1. What additional goods and services wil needed by our society in the coming de when today's youthful consumer begins ra a family?
2. Why are more and more wives working to
3. Are you skeptical of mass-produced produ

V. Discussion on Reverse Side of Record:

The issues and opinions explored in this cussion may be used as takeoff points for discussion.

FURTHER ACTIVITIES AND DISCUSS

1. Have students make individual lists of the fac such as taste, habit, conformity and values, influence their buying decisions. Then have t rank these influences in order of importance.
2. How do your students feel about people ove who adopt the fashions, language and taste young people?
3. Assign essays on how the spending patterns o minority young, such as blacks, Puerto Ri Chicanos, Chinese or Indians, are similar to different from, spending patterns of middle- white youth.
4. Examine a mass-circulation magazine and d mine what percentage of the advertising is dire to a youth market. List the products advert What are the students' reactions to each ad? amine an issue of the same magazine publishe years ago and analyze shifts in advert approaches.

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Following Band 4:

1. What additional goods and services will be needed by our society in the coming decade when today's youthful consumer begins raising a family?
2. Why are more and more wives working today?
3. Are you skeptical of mass-produced products?

V. **Discussion on Reverse Side of Record**:

The issues and opinions explored in this discussion may be used as takeoff points for class discussion.

FURTHER ACTIVITIES AND DISCUSSION

1. Have students make individual lists of the factors, such as taste, habit, conformity and values, that influence their buying decisions. Then have them rank these influences in order of importance.
2. How do your students feel about people over 30 who adopt the fashions, language and tastes of young people?
3. Assign essays on how the spending patterns of the minority young, such as blacks, Puerto Ricans, Chicanos, Chinese or Indians, are similar to, or different from, spending patterns of middle-class white youth.
4. Examine a mass-circulation magazine and determine what percentage of the advertising is directed to a youth market. List the products advertised. What are the students' reactions to each ad? Examine an issue of the same magazine published 10 years ago and analyze shifts in advertising approaches.
5. Have students examine advertisements from current and 10-year-old periodicals to support or rebut this hypothesis: Snob appeal, status and possessions as "ends" are being replaced by advertisements stressing fun, functionalism and possessions as "means" for meeting social concerns.
6. Invite a market researcher to address the class and to answer questions about how the youth market is studied.
7. Compile a list of youth attitudes on styles that the students believe are part of the youth culture. For each entry, develop an advertising strategy that might convince young people to buy a specific product.
8. Have the students ask their parents who grew up during the Depression what economic conditions were like when they were young. Then ask the students how they think their parents' present buying habits are influenced by their youthful experiences.

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Useful Reading: Books

*YOUTH TODAY, by Wayne Saffen. Fortress Press, 1971.

YOUTH UP IN ARMS, by George Paloczi-Horvath. McKay, 1971.

*YOUTH AND SOCIAL CHANGE IN AMERICAN SOCIETY, by Richard Flacks. Markham, 1971.

YOUNG VOICES, by Mallie Shaeffer. Bruce, 1971.

YOUNG PEOPLE AND LEISURE, by John Leigh. Humanities Press, 1971.

YOUTH IN TRANSITION, edited by Morton Levitt and Ben Rubenstein. Wayne State University Press, 1971.

*THE GREENING OF AMERICA: The Coming of a New Consciousness and the Rebirth of a Future, by Charles A. Reich. Random House, 1970.

TRUMPET FOR REASON, by Leo Rosten. Doubleday, 1970.

*NOW GENERATION, by Dennis C. Benson. John Knox Press, 1969.

YOUNG PEOPLE AND THEIR CULTURE, by Ross Snyder. Abingdon Press, 1969.

NATURAL ENEMIES? Youth and the Clash of Generations, edited by Alexander Klein. Lippincott, 1969.

*YOUTH AND THE HAZARDS OF AFFLUENCE: The High School and College Years, by Graham B. Blaine Jr., Harper & Row, 1967.

Related New York Times Filmstrips

PROFILE OF AMERICANS, November 1971.

YOUR TAX DOLLAR, April 1971.

THE SEVENTIES: Decade for Decision, October 1970.

SQUANDERED RESOURCES, March 1970.

THE ALIENATED AMERICAN, December 1969.

PROSPERITY WITHOUT END? November 1969.

PROTECTING THE CONSUMER, March 1969.

THE HISTORY OF DISSENT, October 1968.

THE GENERATION UNDER 25, April 1968.

School Weekly Background Reports

ROCK, Language of the Young, January 1972.

WHO OWNS AMERICA? November 1971.

YOUTH AND THE ARTS, May 1971.

THE YOUTHFUL CONSUMER, March 1971.

YOUTH IN REBELLION, February 1970.

THE AMERICAN TAX DOLLAR, January 1968.

* Available in paperbound edition

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OF AMERICANS. November 1971

X DOLLAR. April 1971

NTIES: Decade for Decision. October 1970.

RED RESOURCES. March 1970.

NATED AMERICAN. December 1969.

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ND THE ARTS. May 1971.

THFUL CONSUMER. March 1971.

REBELLION. February 1970.

RICAN TAX DOLLAR. January 1968.

[illegible] in paperback edition

Useful Reading: Periodicals

44 MILLION YOUNG ADULTS: A New Wave of Buyers. U.S. News & World Report, January 17, 1972, p. 16.

YOUTH AND CULTURAL CHANGE: Toward a Culture of Unreason" by David Bazelon. Current, July-August 1971, p. 51.

WHAT MAKES THE NEW CONSUMER BUY. Business Week, April 24, 1971, p. 52.

"IDENTITY CRISIS" IN THE CONSUMER MARKETS, by Charles E. Silberman. Fortune, March 1971, p. 92.

RECONCILING YOUTH AND THE ESTABLISHMENT, by John D. Rockefeller 3d. Saturday Review, January 23, 1971, p. 27.

MARKETING: What Youth Wants. Newsweek, January 18, 1971, p. 65.

WHY "YOUTH" NEEDS A NEW DEFINITION. Business Week, December 12, 1970, p. 34.

DAS HIP KAPITAL: A Critique of the Youth Economy, by Craig Karpel. Esquire, December 1970, p. 184.

YOUTH "LIBERATES" AMERICA. America, April 25, 1970, p. 429 (a symposium).

THE ECONOMICS OF ROCK, by Paul M. Hirsch. The Nation, March 9, 1970, p. 275.

COMES THE CULTURAL REVOLUTION, by James Hitchcock. The New York Times Magazine, July 27, 1969, p. 4.

THE YOUTHQUAKE IN POP CULTURE, by Sheldon Zalaznick. Fortune, January 1969, p. 59.

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FORD, Henry	Biography - 921 - Henry Ford, Maker of the Model T - Gi
	Compton's Encyclopedia, Volume 9, Page 338
	The World Book Encyclopedia, Vilume F/7, Page 324
	The New Book of Knowledge, Volume F/6, Page 367
	The Golden Book Encyclopedia, Volume 6, Page 540
	Britannica Junior, Volume 6, Page 158
	(Merit's) Student Encyclopedia, Volume 7, Page 219
	Encyclopedia Britannica, Volume 9, Page 604
KETTERING, Charles F.	Biography - 921 - Boss Ket (a life story of Charles F.
	The World Book Encyclopedia, Volume 11, Page 237
	The New Book of Knowledge, Volume 10, Page 236
	The Encyclopedia Americana, Volume 16, Page 384
	Encyclopedia Britannica, Volume 13, Page 319
	(Merit's) Student Encyclopedia, Volume 10, Page 378
KENNEDY, Joseph P.	The World Book Encyclopedia, Volume 11, Page 212a
	Encyclopedia Americana, Volume 16, Page 360
	(Merit's) Student Encyclopedia, Volume 10, Page 344
KENNEDY FAMILY	Encyclopedia Britannica, Volume 13, Page 284
ROCKEFELLER, John D.	The New Book of Knowledge, Volume 16, Page 254
	The World Book Encyclopedia, Volume 16, Page 355
	Encyclopedia Americana, Volume 23, Page 596
	Compton's Encyclopedia, Volume 19, Page 230
	(Merit's) Student Encyclopedia, Volume 16, Pages 84-85
	Encyclopedia Britannica, Volume 19, Page 403
VANDERBILT, Cornelius	The World Book Encyclopedia, Volume 19, Page 220
	Encyclopedia Americana, Volume 27, Page 894
	Encyclopedia Britannica, Volume 22, Page 881
	(Merit's) Student Encyclopedia, Volume 19, Page 59

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ia, Volume 9, Page 338
lopedia, Vilume F/7, Page 324
ledge, Volume F/6, Page 367
clopedia, Volume 6, Page 540
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ica, Volume 9, Page 604

ss Ket (a life story of Charles F. Kettering) - Young, Rosamond
lopedia, Volume 11, Page 237
ledge, Volume 10, Page 236
ricana, Volume 16, Page 384
ica, Volume 13, Page 319
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na, Volume 16, Page 360
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ica, Volume 22, Page 881
cyclopedia, Volume 19, Page 59

RESOURCES:

697.9	Air Conditioning and Refrigeration Mechanics - Britannica
683	Appliance Servicemen - Britannica
629.28	Automobile Mechanics - Britannica
629.28	Automotive Body Repairman - Britannica
658	Sales Career - (sound, super-8)
658.85	Salesmen and saleswomen in Retail Stores - Britannica

FILMSTRIP

331.7	T. V. Repairman

PANPHLETS

330	Career as an Economist
621.3	Careers in television, radio and communications equipment, repair,
651.3	Careers in Credit Departments - (Retail, Banks. Finance, Business)
658.7	Careers as a merchandise buyer in retailing.
664	Careers in Food Products Distribution.
684.1	Careers in Furniture Stores and Furniture Store Management.
659.1	Careers and Jobs for Women in Advertising Artists.
658	Career as an Administration Executive in Business and Industry.
688	Career as a Jeweler and Jewlery Store Management.
658.8	Career Opportunities as a Candy Store Manager (owner - franchise).
658.3	Career in Personnel Administration, Splaver, Sarah.

BOOKLETS AND BOOKS

613.8	The Consumer Union, Brecher, Ruth.
659	Your Career in Advertising, Johnson, George.
629.28	Find a Career in Auto Mechanics, Harrison, C. William.
629.28	A Job With a Future in Automotive Mechanics, Conner, J. Robert.
658.8	Your Career in Selling, Liston, Robert A.
659.1	Career Opportunities in Advertising for Men and Women.
658.069	Careers in Business Management, Mann, Roland.
658.87	Careers in Department Store Merchandising, Kaplan, Albert A.
628.2	Let's Go to an Automobile Factory, Butler, Roger.
791.4	Radio and Television, Haeberle, Bill.
741.6	Art in Advertising, Stone, David K.
677	Miracle Fabrics - Ellsworth Newcomb and Hugh Kenney.
621.388	Television and How it Works, Harvey, Tad.
659.1	Careers and Opportunities in Fashion, Brenner, Barbara.

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arvey, Tad.
ashion, Brenner, Barbara.

SPEAKERS AND FIELD TRIPS

1. Better Business Bureau
71 E. State St.
Columbus, Ohio
221-6336

Speaker and Film: Contact Mr. Ron Miller. Will provide informatio
is available in the way of service to consumers.

2. City of Columbus
Division of Weights & Measures
220 Greenview Ave.
461-7397

Speaker: Mr. Richard Mercurio. Must write letter to Mr. Bernard Ch
have Richard Mercurio as a speaker. Perhaps one or two pe
his regular rounds. Will need three weeks advance notice.

3. Ohio Consumer Loan Association
79 E. State St.
221-7527

Filmstrip: "Wise Use of Credit". Contact Mr. Roger Downey.

4. Legal Aid and Defender Society of America
224-8374

Contact Mrs. Perrin to get a speaker. Will need one week notice.

5. Small claims court
Police Bldg.
Gay & Marconi
461-7381

Field Trip: Can accommodate 25 to 30 people. Call in advance to ma
Contact Mr. John Straefer or Mr. Ric Ketcham.

6. OPIAG
613 Oak St.
221-3596

Contact Joyce Kady, Director. Consumer booklet and possibly speaker

n Miller. Will provide information about Better Business Bureau and what
n the way of service to consumers. Will need one months advance notice.

ust write letter to Mr. Bernard Chupka, Safety Director, for permission to
a speaker. Perhaps one or two people could go along with Mr. Mercurio on
l need three weeks advance notice.

Contact Mr. Roger Downey.

America

er. Will need one week notice.

30 people. Call in advance to make sure court is in session.
efer or Mr. Ric Ketcham.

sumer booklet and possibly speakers available.

7. Consumer Information Center
65 S. Front St.
469-8383

Speakers: Contact Mr. Mark List and Miss Riley. Will need one months

Field Trip: Contact Mr. Turner
9000 E. Main
Reynoldsburg, Ohio
866-6361

Can accommodate 25 people. Will need one weeks advance n

8. Communications

WBNS-TV
770 Twin Rivers Drive
224-7121

Tours: Contact Cathy Stark, Tues. Thurs., 1:30 - 3:00 p.m. Can accom
three weeks notice.

Speakers: Contact Cathy Stark. Suggested Bill Pepper or Joe Holbrook

WLW-C
3165 Olentangy
263-5441

Speakers: Contact Mr. Crawford, Promotion Manager

Tours: Contact Connie Cooney. Tues. 1:30 - 3:00. Studio and Control nd Miss Riley. Will need one months notice.

Ohio

ople. Will need one weeks advance notice.

Thurs., 1:30 - 3:00 p.m. Can accommodate 15 to 30 people. Will need

uggested Bill Pepper or Joe Holbrook as speakers.

Promotion Manager

es. 1:30 - 3:00. Studio and Control area.

GOVERNMENT PUBLICATIONS

Write to: Consumer Product Information
Washington D. C. 20407

List Catalogue numbers in numerical order.

(Note: There is a limit of two copies of any single free publication. There is also a limit of five different publications.)

CATALOGUE NO.	TITLE
2200-0067	Cost of operating an Automobile.
0100-1826	Budgeting for the Family.
7700-107	Johnny Horizon Children's Kit (ecological a
7700-111	Toys banned by the Food and Drug Administra
7700-108	Clothing and Fabric Care Labeling.
7700-071	Look for that Label (Mandatory label requir
7700-059	Don't be Gypped (bait and switch advertisin
7700-021	How the Consumer can Report to the Food and
7700-101	Packaging Materials (solid waste problems).
7700-094	Federal Food Standards.

TEACHERS RESOURCE BOOKS

Write to: Sears Roebuck & Co.
Consumer Information Services
Dept. 703 - Public Relations
303 E. Ohio Street
Chicago, Illinois 60611

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BBI	Using Retail Credit (set of 20 booklets) (Free evaluation co

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